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ABSTRACT

This manual represents the results of a North Carolina Department of Community Colleges project to develop a comprehensive teacher aide curriculum for two-year colleges emphasizing the development of competencies. Chapter I examines the history of teacher aide instruction in North Carolina, delineates the objectives of the advisory board charged with developing the curriculum, and defines terms. Chapter II presents a rationale for the project, reviews related research in competency-based curriculum development, and delineates project methods and procedures. Chapter III summarizes the findings of a statewide survey of teacher aide career opportunities in North Carolina. It also outlines the tasks performed by individuals in these positions, the skills required of them, and desirable training and experience. Chapter IV contains the curriculum guide, which includes: a statement of objectives; a list of required competencies and associated criterion measures; and course abstracts that identify prerequisites, summarize course content, and list suggested references. Chapters V, VI, and VII describe the role of teacher aide curriculum advisory committees; required faculty and staff qualifications; and requirements for facilities, equipment, instructional materials, library support, and liaison activities with educational associations. Finally, Chapter VIII describes North Carolina's secondary home economics programs, which include a teacher aide component. (JP)

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TEACHER ASSOCIATE PROGRAM

COMPETENCY-BASED CURRICULUM DEVELOPMENT

A Suggested Guideline

For a Two-Year Postsecondary Program

JC 810 166

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Compliance: ____________

Curriculum Standards

STATE BOARD OF EDUCATION
NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
RALEIGH, NORTH CAROLINA

PROGRAM AREA EDUCATIONAL OCCUPATIONS

CURRICULUM CODE & TITLE T-088 TEACHER ASSOCIATE (V-088 Teacher Aide)

CURRICULUM DESCRIPTION

The Teacher Associate curriculum is designed to prepare individuals as assistants to classroom teachers in social and educational fields. The curriculum is designed to provide a course of study for individuals who have the desire and capability to work with primary and elementary school children under the supervision of the classroom teacher. Study and application will be employed in areas such as communication skills, human relationships, human growth and development, curriculum activities, school records, preparation of transparencies, stencils and bulletin boards and the role of the aide.

The graduate of this curriculum will be qualified to enter the field of education as a paraprofessional, performing all duties required of a teacher aide. The role of the teacher aide will vary from school to school. The aide may be assigned as a general instructional aide, clerical aide or tutorial aide, depending on the particular needs of the school.

JOB OPPORTUNITIES

Entry Level

N.C. Dept. of Public Instruction
- Teacher Aide
  - General Instructional
  - Tutorial
  - Clerical

D.O.T. 099.327-010
Teacher Aide I
Primary Teacher Aide

D.O.T. 249.367-074
Teacher Aide II
Elementary School Aide

Advanced Level

D.O.T. 099.327-010
Secondary Teacher Aide I

D.O.T. 249.367-074
Secondary Teacher Aide II

CURRICULUM STANDARDS

	MINIMUM/MAXIMUM RANGE OF QUARTER HOUR CREDITS			
	Technical	Technical Specialty	Vocational	Vocational Specialty
TECHNICAL/VOCATIONAL (MAJOR)	60-63		43	
RELATED	22		12	
GENERAL EDUCATION	18		6-10	
ELECTIVES	3		0	
COOPERATIVE EDUCATION/INTERNSHIP	3-10		3-5	
RANGE OF QUARTER HOUR CREDITS				
MIN.	106		64	
MAX.	116		70	
MINIMUM PERCENTAGE OF QHC AWARDED AS CLASS QH CREDITS	80%		70%	
APPROVED FOR AWARDING	AAS		Diploma	

FOREWORD

Teacher Associate Program: Competency-Based Curriculum Development was designed to provide a comprehensive curriculum guideline for two-year postsecondary teacher aide programs with emphasis on developing competencies.

This publication provides information and assistance for administrators, instructors, advisory committees and other community college/technical institute/technical college personnel who may be interested in developing an educational program to prepare teacher aides. The competency-based materials and information in this publication should be useful in planning and developing a curriculum at the local level to meet job requirements of employers and needs of the students and institution.

Through use of this manual, the following outcomes may be expected:

1. More employer and employee input in the curriculum development process.
2. Realistic objectives designed to provide for current and future job technology requirements.
3. Better educational opportunities for non-traditional learners because emphasis is placed on exit requirements.
4. Better provisions for the learner's movement from the secondary to the postsecondary level, and within the postsecondary level.
5. More success in educating students to be successful employees and responsible citizens.
6. Increased efficiency of administrative planning because the clear instructional objectives facilitate program monitoring and evaluation.
7. More efficient method for designing and updating curriculums.

The materials contained in this publication supersede all previous materials published by the Department of Community Colleges concerning T-088 Teacher Associate and V-088 Teacher Aide.

ACKNOWLEDGEMENTS

Many individuals have contributed to the completion of this publication. Their assistance and cooperation are appreciated.

Appreciation is especially extended to the Child Care/Teacher Aide Working Committee and Curriculum Committee for their full support during the process of exploring child care and teacher aide career opportunities, determining tasks, developing competencies and preparing this document.

Special appreciation and thanks are extended to the Working Committee for their assistance in analyzing tasks, writing competencies and developing criteria measures.

Acknowledgement is extended to Roger Worthington for his interest and support in this project and to the community colleges, technical institutes and colleges, elementary schools and secondary schools who allowed instructors, department heads, administrators, supervisors, principals, teachers and teacher aides to participate on committees and complete surveys.

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Copied materials are used herein; direct quotes are not intended to reflect sex bias on the part of the individuals preparing this manual. This guide has been specifically developed for use in training all students regardless of sex.

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Methods, Materials and Techniques of Teaching Reading I . . . . RED 102

*RELATED COURSES ABSTRACTS

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Typewriting I (Beginning Typewriting) . . . . BUS 102
Office Procedures . . . . BUS 214
Career Information . . . . EDU 229
Community Health and Health Resources . . . . HEA 105
First Aid . . . . HEA 119
Child Growth and Development I . . . . PSY 115
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Community Resources . . . . SOC 108
Families in American Culture . . . . SOC 112
Marriage and Family . . . . SOC 211
Group Leadership and Social Change . . . . SOC 218

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Composition . . . . ENG 102
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*Each course abstract will begin with page one. Each page will be identified with an Arabic number in lower center and course number in lower right-hand corner.

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CHAPTER I

INTRODUCTION

Teacher Aides in North Carolina

The first significant funding for teacher aides in North Carolina was through the 1963 pilot project sponsored by the Ford Foundation. In this Comprehensive School Improvement Project, 200 teacher aides were used in selected first grades. This project was discontinued in the late 1960's.

In 1965, Congress passed the Elementary and Secondary Education Act (ESEA). Title I of this Act created a nationwide teacher aide program to provide special attention for disadvantaged children from low-income families. During the 1976-77 academic year, 3,271 teacher aides in North Carolina were funded by ESEA.

Kindergarten Program. By action of the 1969 North Carolina General Assembly (Senate Bill 109), the legal means for providing kindergarten programs for five-year old children in North Carolina was provided. The Department of Public Instruction's main objective in developing a kindergarten program was to provide a program which would develop into an integral part of the primary grades. The focus of this program was and continues to be the "K-3 child centered or open education concept" which advocates an informal learning environment and learning experiences which originate with the child's interest.

From the one million dollars appropriation by the 1969 Legislature, eight demonstration centers were opened in 1969 serving 320 children with 16 teachers and 16 teacher aides. During the second year, 18 centers were opened serving 828 children with 36 teachers and 36 teacher aides. In 1971, a total of 54 centers were opened serving 2,484 children; in 1972, 74 centers serving 3,427 children. The statewide kindergarten program was begun in 1973 with 28 children per classroom, a teacher and a teacher aide. In 1973, 696 classes were funded; in 1974, 1,392 classes; in 1975, 1,904 classes and in 1976, the Legislature appropriated $57 million, fully funded on the basis of 85,000 children. In 1976-77, there were 2,888 aides in kindergarten classrooms. As the program has grown, a teacher aide has been assigned to each classroom. For the 1979-80 academic year, there will be 2,939 aides in the kindergarten program.

Primary Reading Program. In 1977, the General Assembly appropriated the sum of $15,910,647 for the operation of 2,681 classes in the Primary Reading Program. In addition, 577 classes were funded through the Comprehensive Employment Training Act, making a total of 3,258 classes. With a total of 26 students in every primary class, the program reached more than 84,708 students (30 percent of the total students) in grades 1, 2 and 3.

In 1978-79 funds were available for 5,401 classes serving 140,426 children (53% of the total students). This funding allowed for an aide to work with each classroom teacher. As a result of the kindergarten and reading programs, there were 15,231 teacher aides employed full-time in the public school system in 1978-79.[1] For 1979-80, there are 2,939 kindergarten, 8,000 reading, 2,613 Title I (K-12) and 1,496 (estimated) exceptional children teacher aides employed in North Carolina.

Community College Role

Based on past experience, the community college system is in the position to provide valuable assistance in the areas of staff development and training of aides in public or private educational and social institutions. Teacher aide training through the community colleges has many advantages including:

1. Providing training to meet the needs of the local school system(s) and related social agencies.

2. Planning and implementing such a program would improve articulation efforts between the community college system, the elementary school system and related social agencies.

3. Providing a terminal program for those students who have teaching potential but are unable to go beyond the two-year program.

The first teacher aide program (two-year) in the community college system was approved by the State Board of Education in 1968 at Wilkes Community College. In 1969, two-year programs at Halifax and Southeastern Community Colleges and a one-year program at Lenoir Community College were approved. In December, 1969 information was gathered concerning a cooperative professional service program for training teacher aides. This report was based on data from Lenoir, Southeastern and Wilkes Community Colleges. The objectives of teacher aide programs in these institutions were:

1. To train people as paraprofessionals to perform selected tasks under the direction of a teacher.

2. To work with local elementary school systems in meeting the need for teacher aides.

At this time, there were 144 students enrolled in these three programs with 104 of the students employed as teacher aides. The report indicated that the demand for teacher aides was critical.[2]

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[1] Statistical Profile for 1979 (Raleigh, North Carolina: Management Information Statistical Services, North Carolina Department of Public Instruction).

[2] Jim Hamlett, "North Carolina Community College Information Concerning a Cooperative Professional Service Program - Training for Teacher Aides from Senior High School to a Four-Year Degree" (Raleigh, North Carolina: Department of Community Colleges, December 15, 1969).

Table 1

Enrollment Data in Teacher Aide Programs (1977-79)

Curriculum Code/Title		Enrollment	
		1977-78	1978-79
*T-118	Education Aide	120	111
T-088	Teacher Associate	551	850
T-151	Special Education Associate	55	23
V-088	Teacher Aide	342	723
TOTAL		1,068	1,707

*Graduates of this program often enter child care service areas.

Currently there are twenty-one, two-year teacher aide programs; nine, one-year programs; one education aide program and one special education aide program operating in the system. Enrollment data for 1977-78 and 1978-79 are shown in Table 1.

As the demand for more aides increases, the local community colleges, technical institutes and technical colleges will continue to assist local school units and social agencies in meeting the inservice needs of aides and in providing training for additional aides.

CURRICULUM ADVISORY COMMITTEE

Through the cooperative efforts of the Program Development Division, Department of Community Colleges, Home Economics Education and Early Childhood Education, Department of Public Instruction, a competency-based child care/teacher aide curriculum advisory committee was formed. (Refer to Appendix for list of committee members.) The committee, representing child care/teacher aide educators and employees and employers, held its first meeting on December 15, 1976.

The objectives of this committee were to:

1. Develop job titles/descriptions for teacher aides and child care personnel based on a career opportunity survey.
2. Identify tasks employees perform on the job and validate tasks through a survey of employees, employers and educators.
3. Write job competencies for tasks.
4. Write criteria measures for competencies.
5. Develop curriculum standard and curriculum materials based on the competencies.

This publication represents the input and accomplishments of representatives on the committee.

DEFINITION OF TERMS

For the purpose of clarifying the meanings of specific terms in this project, the following words are defined:

Articulation - interrelation of different levels of education for ensuring continuous advancement in learning.

Associate in Applied Science Degree - the award given for the successful completion of a technical education curriculum.

Attitude - mental position, a feeling or an emotion toward a face or state; a predisposition to act in a certain way; a state of readiness that influences a person to act in a given manner.

Certificate - an award for the successful completion of a curriculum of fewer than 64 quarter hour credits in length.

Competency - sufficient judgement, skill and knowledge to perform a particular task.

Competency-Based Education - the educational process that specifies learning goals in measurable terms and requires that the learner achieve observable behavior changes in knowledge, skill and or attitude to demonstrate competency before proceeding to more complex goals.

Competency-Based Instruction - the sequencing and modularization of curriculum into small, manageable units of instruction. The key concept is the student's ability to perform on each segment of the curriculum.

Curriculum - a course or group of courses organized in a logical sequence to meet occupational educational goals.

Curriculum Advisory Committee - a group of local representatives including employees, employers, secondary and postsecondary educators who counsel and advise the institutions regarding the improvement of occupational programs, in an effort to more adequately meet the needs of the community.

Diploma - an award for the successful completion of a course of study, 64 to 128 quarter hour credits in length.

Educators - refer to individuals employed in educational institutions and in local, state or federal agencies, both secondary and postsecondary.

Job Analysis - a detailed listing of tasks currently being performed by workers in a clearly defined, specific job.

Knowledge - the recall of specifics and universals, the recall of methods and processes and the recall of a pattern.

Learning Experience - an activity planned by educational institutions whereby the student can practice behavior implied by the objectives.

Occupational Survey - a procedure using mail questionnaires and/or personal interviews to gain knowledge of a community, educational interests or occupational needs to assist in planning.

Skill - the ability to use one's knowledge effectively and readily in execution or performance - dexterity or coordination in the execution of learned physical or mental tasks.

Syllabus - a course guide which includes overall and specific educational objectives; an arrangement of subject matter; learning experiences to give direction in meeting the stated objectives and texts and references. An illustration of evaluation techniques may be included.

Task - a logically related set of actions required for the completion of a job objective; also a task may be a complete job element.

Task Analysis - a study to determine the steps a worker must know and the key points of knowledge to know in order to perform a given task.

Technical Programs - consist of occupational-oriented courses and general education courses that lead to the awarding of an Associate in Applied Science Degree and prepare students for jobs in paraprofessional fields.

Technical Specialty Programs - composed of selected technical courses and only those general education and related courses designed to provide a particular technical skill. The diploma may be awarded to the graduate of a technical specialty curriculum, 64 quarter hour credits or more in length. The certificate may be awarded to the graduate of a technical specialty curriculum less than 64 quarter hour credits in length.

Understanding - the power to make experience intelligible by applying concepts and theories; the comprehension of ideas and the ability to use abstractions in particular and concrete situations.

Vocational Programs - systematic groups of courses or sequences of subjects designed to train students for skilled or semiskilled employment opportunities.

CHAPTER II

COMPETENCY-BASED CURRICULUM DEVELOPMENT PROJECT

INTRODUCTION

The primary objective of vocational/technical education programs is to prepare individuals for employment in the occupations for which the programs are designed and developed. *This education should be consistent with the ability, desire and needs of the student and should maintain quality standards that are consistent with employment requirements.*

In order to provide quality education that meets the needs of the students, there is a continuing need to improve the information base available to administrators, curriculum designers and others who are responsible for making decisions about vocational/technical education programs. In addition, there is a need to develop and disseminate products and outputs designed to improve the management of instruction in vocational/technical education. Efforts directed toward meeting these concerns should ultimately have impact upon the relevance and quality of what is taught in preparing students to perform satisfactorily on the job.

In line with the above analysis, the 1975 Annual Report of the *North* ***Carolina Council on Vocational Education*** recommended "that the State Board of Education require that all vocational curricula designed to produce job entry skills be based on performance objectives validated by recent job analysis and task analysis and that parallel performance standards be established for completion of secondary and postsecondary programs, and that the State Board of Education immediately consider the most efficient, expedient method for attaining such a goal." Further, the *State Board* has issued a policy encouraging "formal and informal articulation efforts on a continuing basis between the system of elementary and secondary education and the system of technical institutes and community colleges."

These statements support the basic premise of the North Carolina Community College System which requires that each institution develop fully the unique educational needs of its own service area and that it maintain effective articulation with public schools, with four-year colleges and universities and with employers and employees. Since the development of the Community College System, continuous concern and effort have been given to insuring the quality of programs, providing program guidelines, evaluating programs, improving the articulation process and working with students, employers and educators to determine student, business, industry, government and service needs. To maintain the quality of curriculums in the System, the ***Program Development Division*** is responsible for assisting institutions and providing support services in the areas of curriculum planning and development, inservice activities and information dissemination.

Recently, questions have been raised concerning:

1. The quality of particular curriculums in certain programs.
2. The participation of employers, employees and educators in the curriculum development process.
3. The relevance of today's curriculums to current and future job technology requirements.
4. The increasing cost, as a result of duplication by secondary and postsecondary programs, of developing curriculums and resulting articulation problems.

These problems affect the entire North Carolina System of Community Colleges which extends services to approximately 215,000 students and offers 132 technical and 82 vocational programs in 58 institutions. These students are not considered typically traditional students.

RATIONALE OF THE PROJECT

The public is demanding accountability of educational institutions and agencies on three levels: management, instructional relevance and benefits to society. The need for better management requires a systems approach to decision-making with clear objectives and exploration of alternatives. Instructional relevance focuses on the curriculum, the faculty and supportive elements. Instruction must be relevant to the needs of students. Programs should be designed to make sure that learning takes place for students in the most time- and cost-effective manner. Benefits to society are assured if students can perform successfully on the job, communicate effectively and become responsible citizens.

Change for the sake of change has no basis. *Innovationations must provide a sound basis for improving the institution, instruction and most importantly, student learning.*

How can we afford not to innovate? Demand for community college education will continue to increase. With increasing enrollments, community colleges/technical institutes and colleges must recognize the reality of costs and economic influences on their institution and must develop the most efficient means to assure that students receive a quality education which will prepare them for available jobs and/or retrain them for new jobs. Increased efficiency in teaching, the need for careful guidance and counseling of students, the means to effectively serve needs of the community and methods for evaluation are important factors that community colleges/technical institutes and colleges must consider as innovation occurs in their institution.

Competency-based instruction is an innovation that does consider these factors. This innovation can provide quality programs that are relevant, manageable and measurable. Competency-based instruction does not differ from other types of instruction in terms of goals. Rather, competency-based instruction provides programs that are sequenced and modularized in such a way that educators can see learning in measurable, accountable terms.

Differences in competency-based instruction versus other instruction occur in the assumption that basic desired outcomes of an educational process can be stated in terms of defined and recognized competencies with students being responsible for achieving these competencies. In competency-based instruction, mastery of learning, not time, is the major criterion of performance.

Defining instructional objectives in terms of observable changes in the student may serve as the basis for designing any educational system - innovative or conventional, automated or ordinary.

> Will junior college educators lead in the process of demonstrably effective education? Defining instructional objectives is only the first step, already overdue. Will instructors specify the goals of their own instruction? They must work through the process in their own courses - build the objectives, specify the outcomes, collect the evidence - or be guilty of abandoning to others the responsibility they implicitly accepted when they entered the profession.
>
> . . . . It is not necessary for one to accept an instructional system based exclusively on defined goals . . . . But as beginning points for assessing impact of the curriculum, as minimum levels to which we can commit our resources, specific instructional objectives must be considered by everyone in the two-year college.[1]

COMPETENCY CONCEPT IN NORTH CAROLINA

The choice of the competency-based approach for curriculum development by the Department of Community Colleges makes the Department a part of the general movement to competency-based education in North Carolina. The competency-based concept is not new to educators, especially in North Carolina. On June 9, 1977, the General Assembly of North Carolina ratified a bill providing for the adoption and use of tests to assure that high school graduates possess skills and knowledge necessary to function in society. In addition, the test provides a means of evaluating the education process and giving it accountability (House Bill 204, Chapter 522, General

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[1] Arthur M. Cohen, "Defining Instructional Objectives," Systems Approaches to Curriculum and Instruction in the Open-Door College, ed. B. Lamar Johnson (Los Angeles: Junior College Leadership Program, School of Education, University of California, January, 1967), p. 33.

Statute 115-39A). The North Carolina Competency Testing Program includes tests in reading and mathematics and tests at the competency objective and performance indicator levels. The testing program has been field tested and is now in effect.

The Department of Public Instruction, Division of Vocational Education has been developing and field testing output standards for students enrolled in high school vocational programs. In 1977, the North Carolina General Assembly (House Bill 492, Chapter 490, Article 27A, General Statute 115-229.4) gave to the State Board of Education the responsibility of developing and implementing policies designed to ensure vocational education programs of high quality. One of the policy matters addressed was the establishment of minimum standards, based on employment needs, for vocational education programs with such characteristics as program objectives, skill competencies and supervised on-the-job experience.

The State Occupational Information Coordinating Center is in the process of developing and providing an analysis of job clusters in North Carolina in terms of what to do on the job, what has to be known to do the job, and a listing of institutions that provide training for the job.

Competency-based education and employment analysis is a fact in North Carolina on many levels. The Department of Community Colleges is only one of these levels.

RELATED RESEARCH

When the Program Development Division decided to use competency-based as their approach to curriculum development, a careful analysis of the related research was made through requests to publishers, surveys of educational institutions and searches in the ERIC System: Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Current Indexes to Journals in Education (CIJE) and Research in Education (RIE).

From the available literature, studies were selected which related to the status of competency-based curriculum materials in the postsecondary institutions, the job skills, knowledge and attitudes required for job classifications and the employment opportunities available for community college/technical institute and college graduates. Many competency-based occupational studies have been conducted, but not many are designed for the postsecondary level, the process used for developing the curriculum materials is not always clear or is not included in the report and they rarely have instructional materials prepared to accompany them.

Two of the most comprehensive studies related to competency-based education were in the business area: New Office and Business Education Learnings System (NOBELS) and Interstate Distributive Education Curriculum Consortium (IDECC).

New Office and Business Education Learnings System (NOBELS)[2] is a long-range curriculum renewal project. Utilizing a systems model, NOBELS' overall function is to assess and modify office learning programs. The primary purpose of NOBELS was the development of an inventory of 373 educational specifications in behavioral terms that represent basic tasks performed by 16-24 year old office workers. The focus of each specification was behavior needed for office employment.

IDECC[3] was based on Lucy L. Crawford's research project, "A Competency-Based Approach to Curriculum Construction in Distributive Teacher Education." Her study was designed to provide a competency pattern for marketing and distribution jobs in the vocational/technical areas that could be used as a basis for curriculum construction and program procedures. Based on the Crawford study, an eleven-state consortium, IDECC, produced 500 learning activity packages (LAPs) for 71 jobs in marketing and distribution for use in educational programs in marketing and distribution. Follow-up studies and research have been done through the IDECC Consortium at Ohio State University. North Carolina has been an active participant in the IDECC Consortium.

Another study, The Child Development Associate (CDA) Consortium[4], established in June, 1972 and located in Washington, D.C. developed a system for assessing (measuring) the competence of individuals who work with young children. The Consortium's competency structure focuses on six areas: (1) safe and healthy environment, (2) physical and intellectual competence, (3) self-concept and individual strength, (4) social and group management, (5) coordination of home and center child-rearing practices and expectations and (6) staff responsibilities.

In June, 1978, Kirkwood Community College, Cedar Rapids, Iowa, completed a project, "Identification of Competencies and Implementation of Pilot Programs to Realize Goals in Vocational Education - 1975-1978."[5]

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[2] Frank W. Lanham and others, Development of Task Performance Statements for a New Office and Business Education Learnings System (NOBELS) (Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, September, 1972).

[3] Lucy C. Crawford (Project Director), "A Competency Approach to Curriculum Construction in Distributive Teacher Education," Vols. I-V (Blacksburg, Virginia: Virginia Polytechnic Institute, 1967 and 1969).

[4] Child Development Associate Consortium, "The CDA Credential . . . and You" (Washington, D.C.: The CDA Consortium, June, 1972).

[5] Margaret J. Poorman (Project Director), "Identification of Competencies and Implementation of Pilot Programs to Realize Goals in Vocational Education - 1975-1978" (Cedar Rapids, Iowa: Kirkwood Community College, 1978).

Through this project, a program was developed with two major components: (1) the development of a competency-based curriculum in six vocational-technical career programs and (2) the establishment of a developmental math and reading program to complement the competency-based curriculum.

In 1973, another project, the Vocational-Technical Education Consortium of States (V-TECS),[6] now consisting of eighteen member states and two military associate members (the US Air Force and Naval Training Commands) was started. The principal objective of V-TECS is the production of catalogues of performance objectives and performance guides for use in the development of vocational-technical curriculums. As of June 1, 1978 there were forty-one catalogues available for distribution to member states. These catalogues are organized around occupational domains and include performance objectives, associated criterion-referenced measures and performance guides.

The Michigan Department of Education[7] has developed six modules for community college instructors which provide comprehensive knowledge about the elements of competency-based education. Each module can be covered as a unit and includes introductory materials, tests, learning experiences, appendices and application to the community college situation.

The Oregon Department of Education[8] has developed several competency-based projects in adult basic education which were financed by Federal Adult Education Special Project 309 funds. Competency-based education in Oregon has focused on expanding the alternatives for life-long learning to adults.

In July, 1978, Arizona published a completed project, "Inventory of Competencies and Skills for Associate Degree Nurse Graduates."[9] This project was sponsored by the State Board of Directors for Community Colleges of Arizona. This study was based on a checklist of expected behavior of nursing graduates compiled by nursing administrators. The final document developed by nursing service administrators, Associate Degree Nursing program directors, State Department of Education Health Occupations specialist and the project director identified the five roles of nursing graduates, competencies and skills and levels of performance for fulfilling each role.

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[6] Vocational-Technical Education Consortium of States (Atlanta, Georgia: Commission on Occupational Education Institutions, Southern Association of Colleges and Schools, 1973).

[7] "Competency-Based Education Inservice for Part Time Community College Occupational Education Teachers" (Lansing, Michigan: Department of Education, Not dated).

[8] Richard S. Gates (Project Director), "Oregon Competency Based Adult High School Diploma" (Salem, Oregon: Department of Education, 1977).

[9] "Inventory of Competencies and Skills for Associate Degree Nurse Graduates" (Phoenix, Arizona: State Board of Directors for Community Colleges of Arizona, July, 1978).

The Maryland Vocational Curriculum Research and Development Center[10] has developed a resource guide for vocational educators. The guide includes information on how to develop a competency-based instructional program, annotated curriculum materials and names and addresses of trade and professional organizations. The overall purpose of the guide is to help facilitate program development and upgrading.

A review of literature related to the competency concept reveals that much effort has been expanded to identify jobs available and the requirements for these jobs, units of study and curriculum guidelines. In spite of these efforts, findings in competency-based research cannot be generalized because, (1) with a few exceptions, the studies are extremely localized geographically; (2) more is known about competency-based education in the secondary schools than in the postsecondary schools and (3) little has been done in defining an efficient and effective process for designing curriculums for occupational programs.

In view of the completed studies, the present project was designed to answer some of the questions that have been unanswered pertaining to competency processes, job classifications, job opportunities, job requirements and methods and techniques for further developing competency-based education in North Carolina that can be used by state departments of education, curriculum planners, administrators and instructors.

PURPOSE OF PROJECT

Examination of curriculums in the system has caused concern about whether consistent quality education is being offered that will produce employable graduates in the vocational/technical fields. In response to this concern this project for curriculum materials development is proposed to further the following purposes: (1) to describe the desired outcomes of occupational programs, (2) to provide guidance for increased consistency among programs and (3) to provide mechanisms for improved articulation with high school occupational programs. This concern can be alleviated by the implementation of the competency-based approach to curriculum development. This approach will result in:

1. A validated list of career opportunities for which each curriculum provides training and education.
2. Competency-based and performance-measured curriculum guidelines based on job competencies and standards for measuring performances.

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[10] Phillip R. Foster and David S. Fowler, "Common Core of Materials for Implementing Competency-Based Vocational Education." (College Park, Maryland: Maryland Vocational Curriculum Research and Development Center, 1979).

3. Multi-entry and multi-exit curriculums that are based on job requirements and provide for upward mobility of the students and more flexible scheduling which increases the accessibility of the program.

4. Involvement of employers, employees and educators in curriculum development in order to provide guidance for increased consistency among programs.

5. Improved articulation between secondary and postsecondary institutions.

6. An established system for updating curriculums on a regular basis in accordance with current job technology requirements.

METHODS AND PROCEDURES

Two committees will be established for each curriculum under development. A working committee consisting of three to seven instructors from the institutions will be used to assist in the writing and development of the curriculum materials. This committee will meet as often as necessary to complete the work. A curriculum committee consisting of employers, employees and the working committee of instructors will be appointed to review the curriculum materials and to advise as to the validity of the competencies being established. This committee will meet twice.

The methods and procedures for this project are described on page 9.

COMPETENCIES AND CRITERIA MEASURES

A BRIEF EXPLANATION OF EACH STEP IN THE COMPETENCY-BASED CURRICULUM DEVELOPMENT PROCESS

Step A Decide on Curriculum

The curriculum to be developed will be based on the number of offerings in the System and the potential for getting qualified persons to assist in the project. Curriculums offered in only one or two institutions will be developed if the institution wishes to assume the responsibility for writing all materials.

Step B Appoint Working Committee

The working committee consists of 3 to 7 people (instructors) from the institutions who are knowledgeable about competency-based curriculum development and who are committed to the work and who have the support of their institution's administration.

Step C Research & Review Existing Materials

A search of ERIC, V-TECS, and other agencies will be made to determine if materials are available that can be used intact or modified for this System.

Step D Identify & Contract with Project Writer(s)

The working committee may be the writers. However, an individual may be identified to be the principle writer of the materials. This person may be employed under a "contractual personal services" arrangement.

Step E Provide Orientation for Working Committee

The Program Development staff person assigned this project will conduct an orientation of the project at the first working session of the committee. The committee members and the writers will be taught how to prepare the materials for the project.

Step F Identify Job Titles & Validate

Identification of job titles will be made through a survey of the employing agencies of the prospective graduates of the program to determine the job titles and descriptions which employers are using.

Step G Identify Major Task Areas & List Tasks

A list of tasks the "employee" performs on the job is to be prepared by the principle writer and/or the working committee. The working committee will review and approve the final list of the tasks to be included in a survey sent to employers, employees, and educators.

Step H Validate Tasks Through Survey of Employers, Employees, & Educators

The task list approved by the working committee will be developed into a survey to be sent to employers, employees, and educators for their evaluation.

Step I Analyze Survey Data and Prepare Recommendations

An analysis of the survey returns will be made to determine which tasks are essential for employment.

Step J Appoint Curriculum Committee of Employers, Employees, & Educators to Review Materials

A curriculum committee consisting of employers, employees, and the working committee of instructors will be appointed to evaluate the materials and to advise on any changes.

Step K Write Job Competencies for Tasks

Competencies will be written for each task. The competencies may be written by the working committee or the project writer. The competency will be stated in terms of the job performance requirement.

Step L Write Criterion Measures for Competencies

Criterion measures to judge job performance for each competency will be written by the working committee or the project writer.

Step M Organize Tasks to Job Titles in Career Ladder Concept

The task will be matched to job titles using linear and/or branching technique to indicate which task a person performs in each job position. These job positions will be organized in a hierarchical position to indicate job levels.

Step N Organize Tasks into Courses & Write Curriculum Course Descriptions

The tasks will be organized into suggested courses. Course descriptions will be written and these course descriptions will be organized into a curriculum model.

Step O Print Draft of Materials

A draft of the materials will be printed to be used in a workshop for the instructors.

Step P Hold Inservice Workshop for Instructors & Advisory Committee to Review Materials

The Program Development staff person assigned to this project will conduct a workshop to familiarize the instructors with the purpose of the competency-based project and the materials produced. The working committee and the advisory committee will assist in the workshop. The workshop participants will provide the final review of the materials.

Step Q Revise Materials

The curriculum materials will be revised in accordance with the recommendations of the instructors and advisory committee.

Step R Publish & Distribute to Institutions

The curriculum materials will be printed and distributed to all institutions in the Community College System.

CHAPTER III

CAREER OPPORTUNITY SURVEY

Selection of Subjects

A career opportunity survey was conducted to determine the employment opportunities in the care and guidance of children available in North Carolina.

Subjects were selected from each of the twenty-eight early childhood and teacher aide programs offered in the community college system in the fall of 1976. Subjects were randomly selected from the kindergarten and secondary home economics programs in each of the eight educational districts. Other representatives were selected from related state agencies and from the North Carolina Advisory Committee for Home Economics.

Since data collected in this project were not subject to statistical analysis, a purposive sample was utilized and a small sample of twenty-eight community colleges, technical institutes and technical colleges; thirteen kindergarten teachers and aides, home economics teachers, elementary school principals, supervisors, teachers and aides; two university representatives; and twelve related state agencies and day care operators was used. The career opportunity survey was conducted by mail.

Design of Survey

The United States Department of Labor Dictionary of Occupational Titles (D.O.T.) and the United States Office of Education code numbers and occupational titles for occupations in the care and development of children were listed on the career opportunity survey. Respondents were asked to indicate if these career opportunities do exist in North Carolina and also to indicate their opinion as to the level(s) at which the training should be available. (Refer to Appendix for an example of the form used.) The D.O.T. job titles, codes and descriptions were changed after this survey was published and have been adjusted in this study.

Results of the Survey

The 63.6 percent of career opportunity survey forms returned represented a total of 35 respondents, which was predetermined to meet the small sample criteria. The occupational titles selected for the study were based on ten or more responses indicating that training should be available in both the high school and the community college, technical institute or technical college. Occupational titles identified as the training responsibility of high school only or community college, technical institute or technical college only should be analyzed by the respective educational institutions at a later date. (Results of the survey are in the Appendix.)

CAREER OPPORTUNITIES IDENTIFIED

The North Carolina career opportunities in the care and development of children identified by the career opportunities survey were more applicable to child care services and early childhood programs than to teacher aide programs. After this survey was completed, the Department of Public Instruction identified a job title and description and D.O.T. codes, job titles and descriptions were updated.

Based on this data, the advisory committee recommended that *teacher aide* be selected and described as the job title for this study. Job descriptions for D.O.T. Teacher Aide I and II and Public Instruction Teacher Aide are given below. Experience in the field may be essential for advanced level employment.

Teacher Aide I or Primary Teacher Aide or Secondary School Teacher Aide I (D.O.T. 099.327-010)

A teacher aide assists the teaching staff of public or private elementary or secondary schools by performing any combination of the following instructional tasks in the classroom: (1) discusses assigned teaching area with classroom teacher to coordinate instructional efforts; (2) prepares lesson outline and plan in assigned area and submits it for review; (3) plans, prepares and develops various teaching aids; (4) gives and grades examinations; (5) assists students, individually or in groups with lesson assignments to present or reinforce learning concepts and (6) presents subject matter to students, utilizing a variety of methods and techniques. The aide may confer with parents or progress of students or may specialize in a specific subject area.

Teacher Aide II or Elementary School Teacher Aide or Secondary School Teacher Aide II (D.O.T. 249.367-074)

A teacher aide assists the teaching staff of public or private elementary or secondary schools by performing any combination of the following duties in the classroom: (1) calls roll and prepares attendance records; (2) grades homework and objective examinations, using answer sheets and records results; (3) distributes teaching materials to students; (4) keeps order in classroom, library and halls and on school grounds; (5) sets up and operates equipment, such as film and slide projectors and tape recorders and (6) prepares requisitions for library materials and stockroom supplies. The teacher aide may also type and operate duplicating equipment to reproduce instructional materials.

Teacher Aide - North Carolina Department of Public Instruction

A teacher aide is a paraprofessional staff member assisting the teacher in the instruction of public school children. This aide relieves the teacher of non-teaching functions to provide the teacher with more time to apply to the evaluation of student needs and progress and to the designing of learning objectives and strategies. Also, the aide assists the teacher in instructional activities by working with individual students or small groups to help them achieve the skill levels of the class as a whole. Duties are performed under the direct supervision of the teacher and/or principal.

Illustrative Examples of Work

Reads teacher-prepared instructions to students.

Reinforces and clarifies instructions through demonstration.

Observes student performance and assists students in correcting seat work as it is being done.

Reads and tells stories from materials selected by the teacher.

Operates audiovisual equipment.

Distributes to and collects learning materials from students.

Scores and marks students' papers as instructed by the teacher.

Monitors classroom during brief absences of the teacher.

Observes student behavior and informs teacher of significant change or absence of change.

Reconciles minor conflicts between students, corrects mild misbehavior and reports major problems to the teacher.

Recognizes desirable performance and behavior, rewarding the student as directed by the teacher.

Directs and organizes students in preparation for changing activities.

Escorts and supervises students on movement to other locations in the building, on the grounds and the field.

Inventories classroom supplies and replaces as needed.

Maintains physical equipment of the classroom in clean, orderly and functional condition.

Collects from and delivers to designated areas various materials.

Places and arranges displays as designed by the teacher.

Copies learning aids and other materials manually and by machine and assembles them.

Checks and records student attendance.

Transfers data from rough form to specified form.

Files correspondence and other records.

Compiles information by tabulation or basic arithmetic computation.

Collects, counts and records money.

Makes telephone calls to set appointments and exchange authorized information between school and parents.

Attends meetings of the school as directed.

Knowledges, Skills and Abilities

Some knowledge of the school organization and its community.

Some knowledge of expected behavior of children, that is, basic characteristics of ages and stages.

Working knowledge of effective methods of dealing with children.

Working knowledge of the core subjects at the grade level to which employment assignment is to be made.

Skill necessary to learn readily to operate audiovisual equipment and common office machines.

Ability to comprehend the purpose of teacher designed strategies as a fulfillment of the instructional objective.

Ability to discern signifiant student behavior and refer this to the teacher.

Ability to impart information orally and demonstratively to the child's level of comprehension.

Ability to apply impartially and consistently proper methods of recognition, reward and punishment.

Ability to make learning aids which will strengthen lesson plans.

Ability to solve independently most minor problems.

Ability to follow minimally detailed written and oral instructions without constant supervision.

Ability to record and store data accurately in minimal time.

Ability to maintain confidentiality of student information.

Acceptable Training and Experience

Graduation from high school. Possess an equivalent combination of training and experience which provides the required knowledges, skills and abilities for the position.

Such alternatives to the above qualifications as the local board may find appropriate and acceptable.

CHAPTER IV

TEACHER ASSOCIATE CURRICULUM

ORGANIZATION OF CHAPTER

The teacher associate curriculum described in this chapter was approved by the North Carolina State Board of Education and the North Carolina Department of Community Colleges Teacher Aide/Child Care Curriculum Advisory Committee.

Purposes and Need

The first part of this chapter describes the purposes and need for a teacher associate curriculum followed by a listing of competencies; an analysis of tasks; technical courses; related courses and general education courses and a curriculum model.

Competencies and Criteria Measures

Competencies and criteria measures required for this curriculum are listed as: (1) instructional-related duties, (2) non-instructional duties, (3) audiovisual duties, (4) clerical duties and (5) housekeeping duties. Completion of this curriculum should assure that graduates have the basic knowledge or understanding, skill and/or attitude needed for employment as a teacher aide.

The competencies and criteria measures were based on a task survey by mail to teacher aides, teachers, supervisors, principals, superintendents, assistant or associate superintendents in 74 local school units (randomly selected); university and college instructors; high school home economics instructors; community college/technical institute instructors and consultants. A total of 455 surveys were mailed with 381 returned. (Only 349 of the 381 surveys had been completed.) There was at least one response from each of the 74 school units surveyed. Results of the survey and analysis of the tasks are included in the Appendix.

Course Abstracts

An abstract has been included for the technical, related and general education courses suggested for the curriculum. The abstract is divided into four sections: (1) description of course, (2) course hours, credits and prerequisites, (3) major divisions of course content and (4) suggested references.

Curriculum Model

The curriculum model is based on the competencies identified and recommendations of the curriculum committee. This model accounts for the basic competencies needed to be successful as a teacher aide in the North Carolina school system. This proposed "model" curriculum cannot take into account the interests, needs, devices and uniqueness of the students in terms of their own individuality or in terms of the different types of schools in which they will be working. The basic concepts are included but the curriculum should be adjusted to fit the needs and strengths of the individual. Success of the curriculum depends on input from the local community - school administrators, children to be served by this program, participants in the program and postsecondary educational systems.

INTRODUCTION

At one time the education process consisted of the students, the teacher and the school house. Today we find that the teaching-learning process has reached its highest level of sophistication. School systems have been reorganized to meet individual needs of students. Educational administrators have become more aware of the need for teachers to devote full classroom time to their teaching responsibilities. As a result, paraprofessionals are being employed to perform non-teaching and routine tasks such as clerical, supervisory, tutorial and technical.

Recognizing the need and growing use of paraprofessionals the North Carolina State Board of Education adopted the following statement:

> The State Board of Education recognizes the growing use of paraprofessional personnel in the public schools. It is believed that the use of such persons may improve the quality of public education in such ways as follows:
>
> - Enhance the learning opportunities of children by enabling professional personnel to spend more time in individual instruction and sound planning
> - Promote wider community involvement in the program of the schools
> - Provide a new entry into the profession and recruit new persons into the teaching field
> - Offer new opportunities to relate preservice and in-service teacher education programs and practices
> - Contribute to the job satisfaction of educational personnel at the profession level.
>
> The State Board of Education hereby encourages the use of paraprofessional personnel in the public schools of North Carolina in two categories as follows:

1. School Service Aides--High school students, parents, other community volunteers, or paid persons performing clerical or other tasks related indirectly to the instructional program.
2. Instructional Assistants--High school student teacher trainees, student teachers, interns, resource persons, parents, educational technologists, general educational assistants, and other paid or volunteer persons performing tasks directly related to the instructional program.

It is further provided that all such paraprofessional personnel, whether voluntary or paid, must perform their tasks under the direct supervision of a professional person. This supervision need not be performed in the physical presence of the paraprofessional person unless required by safety standards.

PURPOSE OF CURRICULUM

The Teacher Associate curriculum is designed to prepare individuals as assistants to classroom teachers in social and educational fields. The curriculum is designed to provide a course of study for individuals who have the desire and capability to work with primary and elementary school children under the supervision of the classroom teacher. Study and application will be employed in areas such as communication skills, human relationships, human growth and development, curriculum activities, school records, preparation of transparencies, stencils and bulletin boards and the role of the aide.

CAREER OPPORTUNITIES

The graduate of the Teacher Associate curriculum will be qualified to enter the field of education as a paraprofessional, performing all duties required of a teacher aide. The role of the teacher aide will vary from school to school. The aide may be assigned as a general instructional aide, clerical aide or tutorial aide, depending on the particular needs of the school.

Refer to information in Chapter III for an analysis of the career opportunity survey conducted in this project and the job description for teacher aides.

COMPETENCIES AND CRITERIA MEASURES

TOPIC: I. INSTRUCTIONAL-RELATED DUTIES OF THE TEACHER AIDE

TASK: Read to children and listen to them.

COMPETENCY: The participant:

1. Demonstrates the ability to read stories to children clearly and with expression.
2. Understands the importance of listening skills in language development in young children.
3. Exhibits ability to organize, maintain and utilize a quiet and stimulating library center in the classroom.
4. Selects books appropriate for various stages of child development.

CRITERIA:

1. Does the participant read stories with clarity and expression?
2. Does the participant listen attentively and critically to the child read?
3. Can the participant organize and maintain an effective reading center containing high-interest, multi-level selections?

TASK: Tutor individual children.

COMPETENCY: The participant demonstrates the ability to develop positive relationships between tutor and child.

CRITERIA: Does the participant exhibit a positive attitude toward the child?

COMPETENCY: The participant demonstrates knowledge of subject matter and techniques for delivery.

CRITERIA:

1. Can the participant locate appropriate instructional tools and materials?
2. Can the participant prepare and/or assemble appropriate instructional tools and materials?
3. Can the participant choose appropriate procedures to teach concepts?
4. Does the participant demonstrate the ability to use the chosen technique?

5. Can the participant assist in evaluating the child's performance and in recommending further instruction?

TASK: Demonstrate etiquette and good manners, and expect these to be practiced consistently by children.

COMPETENCY: The participant models appropriate behavior and applies principles of etiquette.

CRITERIA: Does the participant encourage children to practice rules of etiquette?

TASK: Talk with children and encourage children's use of language.

COMPETENCY: The participant demonstrates correct usage of language in conversation with children.

CRITERIA:

1. Is the participant clear, concise and consistent in communicating oral messages?
2. Does the participant use and adapt language, vocabulary and communication techniques appropriate to the children?
3. Does the participant use the results of continuous self-appraisal to improve and/or maintain verbal and nonverbal communication skills?

COMPETENCY: The participant provides opportunities for the children to use language skills.

CRITERIA: Does the participant engage the children in language activities?

COMPETENCY: The participant refers noted speech deficiencies to the teacher.

CRITERIA: Is the participant aware of the types of speech deficiencies and able to relate a child's speech deficiency to the teacher?

TASK: Reinforce or repeat a teacher - lead learning experiences with individuals, small and large groups of children.

COMPETENCY: The participant has the ability to select and demonstrate techniques for reinforcing or repeating the teacher's concepts with individuals; small and large groups of children.

CRITERIA:

1. Can the participant prepare and deliver a reinforcement lesson?
2. Can the participant effectively use alternative materials to reinforce and/or repeat correctly the learning experience?

3. Can the participant individualize reinforcement techniques and materials.

TASK: Tell stories and listen to children's stories.

COMPETENCY: The participant:

1. Has the ability to prepare and tell stories with expression.
2. Understands the importance of listening skills in language development in children.
3. Has the ability to facilitate the child's own storytelling.

CRITERIA:

1. Is the participant familiar with the story?
2. Does the participant tell the story with clarity and expression?
3. Can the participant maintain appropriate eye to eye contact while telling a story?
4. Does the participant listen attentively to the child's version of the story?

TASK: Explain teacher's instructions to individual children.

COMPETENCY: The participant can follow teacher directions and can interpret directions for children.

CRITERIA:

1. Can the participant list and follow step by step procedures?
2. Does the participant substitute alternative words to help children with diverse levels of comprehension grasp meanings of instruction?

TASK: Help children use various materials and equipment.

COMPETENCY: The participant can demonstrate the use of various materials and equipment.

CRITERIA:

1. Can the participant identify various materials and equipment to use with children in speical projects?
2. Does the participant know the purpose for using various materials and equipment?
3. Does the participant know the procedures for using various materials and equipment?

4. Can the participant organize learning experiences to employ use of materials and equipment?

5. Can the children use materials and equipment with the teacher's guidance and supervision?

6. Can the children apply skills learned to related projects?

TASK: Monitor and assist children in makeup work.

COMPETENCY: The participant can assist children in completing makeup work.

CRITERIA:

1. Is the participant familiar with makeup material?
2. Does the participant know the expectancy level of each child?
3. Can the participant assemble appropriate makeup materials in accordance with a child's performance level?
4. Can the participant give clear, concise directions?
5. Can the participant give the necessary assistance to the child?

TASK: Instructs and assists children in the safe and proper use of tools.

COMPETENCY:

1. The participant can safely and properly use tools.
2. The participant gives clear directions to both right- and left-handed and physically handicapped children in the safe and proper handling of tools.

CRITERIA:

1. Does the participant exhibit safety precautions when handling tools?
2. Does the participant show the child safety precautions to use when handling tools?
3. Can the participant explain and demonstrate the proper and safe use of tools?

TASK: Listen to child's concerns and report to teacher.

COMPETENCY: The participant recognizes the child's need to be heard and understood.

CRITERIA:

1. Is the participant aware of the apparent concerns of a child?
2. Can the participant relate descriptively and factually what a child says to the teacher?
3. Is the participant observant of a child's need for individual attention?
4. Did the participant provide the time and appropriate atmosphere for a child to discuss concerns?
5. Was the participant able to report to the teacher the substance of a child's conversation, identifying the child's concerns?

TASK: Utilize special talent in various areas of the curriculum.

COMPETENCY: The participant can plan activities that will utilize the special talents of the aide and the children in various areas of the curriculum.

CRITERIA:

1. Can the participant develop activities using special talents of an aide and of children?
2. Can the participant implement activities using special talents of an aide and of children?

TASK: Assist children with written composition - especially with spelling, punctuation and grammar.

COMPETENCY: The participant uses written communication skills in the education setting to facilitate learning.

CRITERIA:

1. Does the participant communicate by using appropriate verbal cues?
2. Is the participant clear, concise and consistent in communicating written messages?
3. Does the participant use and adopt language, vocabulary and communication techniques appropriate to the group?
4. Does the participant provide writing opportunities and assist children in recognizing and correcting errors?
5. Can the participant construct and/or recognize sentences free of spelling, punctuation, grammatical and other errors.
6. Does the participant assist children with written communication when necessary?

TASK: Help children evaluate their own work.

COMPETENCY: The participant provides guidance for children in setting standards to be used in evaluating their work.

CRITERIA:

1. Does the participant provide constructive comments to encourage children to reach fullest potential?
2. Is the participant familiar with the ability level of all children and able to work with the teacher in setting an acceptable range of quality which meets the needs of the children and provides encouragement?
3. Does the participant assist the teacher in explaining how work might be improved?
4. Does the participant provide the opportunity for children to assist in preparing standards for evaluation?
5. Does the participant give immediate feedback on the quality of work and/or the improvement needed?

TASK: Reinforce use of dictionary skills.

COMPETENCY: The participant prepares and guides children in learning experiences which utilize dictionary skills.

CRITERIA:

1. Has the participant acquired knowledge of the dictionary and its use?
2. Does the participant know what information is available in the dictionary?
3. Can the participant explain and apply procedures for using the dictionary successfully?
4. Does the participant help children discover the kinds of information the dictionary contains.
5. Does the participant plan activities which requires using the dictionary?

TASK: Help children with research.

COMPETENCY: The participant:

1. Has knowledge of research skills.
2. Demonstrates the ability to explain procedures for researching various topics.
3. Demonstrates the ability to provide opportunities for children to do research.

CRITERIA: 1. Can the participant outline research procedures and give appropriate explanations?

2. Can the participant plan specific research projects for children to practice procedures?

TASK: Give assignments under teacher's direction.

COMPETENCY: The participant, by following the teacher's directions, can give assignments, understand assignments and give necessary explanation of assignments.

CRITERIA: 1. Can the participant explain assignments to children in clear, concise statements?

2. Does the participant answer questions pertaining to assignments?

3. Does the participant monitor and assist children in interpreting the intent of assignments?

TASK: Teach indoor and outdoor games.

COMPETENCY: The participant can:

1. Identify a variety of suitable indoor and outdoor games.
2. Plan for maximum motor development of each child.
3. Plan the physical arrangement and equipment necessary for the activity.

CRITERIA: 1. Can the participant list games appropriate for indoor and outdoor activities?

2. Does the participant make sure that equipment is available?

3. Does the participant assure that each child participates in activities?

TASK: Give tests under the direction of the teacher.

COMPETENCY: The participant can follow teacher directions when giving tests.

CRITERIA: Can the participant successfully assist the teacher in giving a test?

TOPIC: II. NON-INSTRUCTIONAL DUTIES OF THE TEACHER AIDE

TASK: Maintain class when teacher is away for a brief period of time.

COMPETENCY: The participant can supervise on-going activities and maintain discipline when the teacher is absent from the classroom for a short period of time.

CRITERIA: Can the participant allow activities to progress in an effective manner when the teacher is absent?

TASK: Help supervise play activities.

COMPETENCY: The participant is aware of the play activities of all children and aware of the potential dangers that may develop during play activities.

CRITERIA:

1. Does the participant help supervise play activities?
2. Does the participant make sure that growth and development through play takes place under safe and healthy conditions?

TASK: Display children's work as directed by teacher.

COMPETENCY: The participant can follow directions for effectively displaying children's work.

CRITERIA: Does the participant effectively demonstrate instructions for displaying children's work?

TASK: Set up interest centers as designed by the teacher.

COMPETENCY: The participant has knowledge of concepts to be developed and achieved in interest centers.

CRITERIA:

1. Can the participant set up interest centers designed by the teacher?
2. Does the participant display knowledge of the concepts and skills in effective interest centers?

TASK: Perform routine health tasks - weighing, measuring and eye testing by chart.

COMPETENCY: The participant knows the proper procedures to follow in performing routine health tasks - weighing, measuring, eye testing by chart.

CRITERIA:

1. Does the participant perform routine health tasks?
2. Does the participant follow proper procedures in obtaining reliable information in routine health tasks.

TASK: Call teacher's attention to child who needs special attention.

COMPETENCY: The participant is alert to children who need special attention.

CRITERIA: Does the participant alert teacher to child who needs special attention?

TASK:

1. Distribute books and supplies to children.
2. Correct homework and test papers.

COMPETENCY: The participant demonstrates effective techniques for distributing books and supplies and for collecting homework and test papers.

CRITERIA:

1. Does the participant distribute books and supplies in an orderly manner?
2. Does the participant collect homework and test papers in an orderly manner?

TASK: Gather supplementary books and materials for teacher's use.

COMPETENCY: The participant is knowledgeable of subject matter and is able to obtain appropriate supplementary books and materials for the teacher's use.

CRITERIA:

1. Can the participant identify potential sources of supplementary books and materials?
2. Does the participant analyze materials based on accepted principles of learning?

TASK: Help children with their clothing.

COMPETENCY: The participant guides and/or assists children in removing and putting on clothing.

CRITERIA: Does the participant help children in developing independence in putting on and removing clothing?

TASK: Use observation guides to report child's behavior to teacher.

COMPETENCY: The participant is aware of observation techniques and how to objectively record behavior observed.

CRITERIA:

1. Does the participant use observation guides to report child's behavior to the teacher?
2. Does the participant's observation guide reflect an objective record of the child's behavior?

TASK: Take children to media center.

COMPETENCY: The participant prepares children for and takes children to the media center.

CRITERIA: Does the participant assist the children in effectively using the media center?

TASK: Maintain discipline, monitor and supervise children groups.

COMPETENCY: The participant demonstrates effective, positive guidance techniques for growth and development of individuals.

CRITERIA:

1. Does the participant maintain disciplinary techniques which provide the highest potential for learning?
2. Can the participant monitor and/or supervise children groups?

TASK: Assist committees (teachers and/or children) engaged in special projects as directed.

COMPETENCY: When engaged in special projects, the participant cooperates in group activities as either a leader or a follower.

CRITERIA:

1. Does the participant assist special project committees?
2. Does the participant demonstrate herself/himself as a valuable special project committee member?

TASK: Administer routine first aid and attend sick or injured children, notify parents and/or take child home or to the doctor or hospital as necessary.

COMPETENCY: The participant understands the basic first-aid techniques, childhood illnesses and policies to follow when necessary.

CRITERIA: 1. Does the participant administer routine first aid and attend sick or injured children?

2. Is the participant aware of childhood illnesses?

3. Can the participant follow appropriate procedures in caring for the sick or injured child?

TASK: Help children settle disputes and quarrels.

COMPETENCY: The participant is aware of children's needs and guides children in developing appropriate methods of settling disputes and quarrels fairly.

CRITERIA: 1. Does the participant cooperatively work with children in settling disputes and quarrels?

2. Can the participant demonstrate appropriate methods for settling disputes?

TASK: Help prepare assemblies and programs as directed.

COMPETENCY: The participant assists in the coordinating of groups in a series of organized activities when preparing assemblies and programs.

CRITERIA: Can the participant organize and prepare assemblies and programs as directed by the teacher?

TASK: Supervise loading and unloading of school buses.

COMPETENCY: The participant is aware of safety regulations and accident prevention while supervising the loading and unloading of school buses.

CRITERIA: 1. Does the participant relate safety precautions when loading and unloading school buses?

2. Does the participant behave in ways that demonstrate accident prevention?

TASK: 1. Telephone parents of absent children.

2. Telephone parents to verify note requesting early dismissal.

COMPETENCY: The participant follows policies and proper telephone procedures when notifying parents about an absent child or a note requesting early dismissal.

CRITERIA: Does the participant notify parents of sick or injured children according to the policy concerning absences and early dismissal?

TASK: Demonstrates an understanding of personal feelings and attitudes toward exceptional children.

COMPETENCY: The participant is aware of personal prejudices concerning exceptional children.

CRITERIA:
1. Does the participant demonstrate an understanding of personal feelings and attitudes toward exceptional children?
2. Does the participant have an open-minded attitude toward exceptional children?

TASK: Identify and demonstrate an understanding of special needs, suitable activities and discipline and guidance techniques in working with exceptional children.

COMPETENCY: The participant has knowledge of characteristics, needs, activities and techniques in working with exceptional children.

CRITERIA:
1. Can the participant identify special needs, suitable activities, discipline and/or guidance techniques in working with exceptional children?
2. Does the participant demonstrate an understanding of special needs, suitable activities, discipline and guidance techniques in working with exceptional children?
3. Does the participant meet needs of exceptional children through appropriate activities, discipline and guidance.

TASK: Displays a knowledge of the different types of services, agencies and facilities - public or private - for children, including those for exceptional children.

COMPETENCY: The participant is aware of particular services, agencies and facilities supportive to children and their families.

CRITERIA: Does the participant display knowledge of the different types of services, agencies and facilities - public or private - for children including those for exceptional children?

TASK: Follows correct procedures for locating, applying and securing and keeping a job.

COMPETENCY:

1. The participant demonstrates knowledge of the factors needed to locate and secure a job.
2. The participant understands the basic skills needed for employment as a teacher aide.

CRITERIA:

1. Does the participant know sources for finding employment opportunities?
2. Does the participant understand the processes of job application and interview?
3. Does the participant possess acceptable work attitude, habits and behavior, including ethical practices.
4. Does the participant identify basic skills needed when working with children.

TASK: Demonstrate understanding of development and factors that affect intellectual, social, emotional and physical growth of children.

COMPETENCY: The participant applies principles of development when planning activities and experiences for children which meet the basic needs of every child.

CRITERIA:

1. Does the participant demonstrate an understanding of development and factors that affect intellectual, social, emotional and physical growth of children?
2. Does the participant plan activities to meet basic needs of the child, recognizing developmental differences and alternatives.

TASK: Possesses skill in consumer economics related to selection and purchase of supplies and equipment needed for learning activities and facilities.

COMPETENCY: The participant can select and purchase supplies and equipment for program implementation.

CRITERIA:

1. Does the participant understand the difference between consumable and nonconsumable purchases?
2. Is the participant capable of using funds within the limits of budget allocations?

3. Can the participant select and purchase appropriate supplies and equipment for learning experiences?

4. Can the participant order supplies in quantities suitable to immediate needs?

TASK: Develop an understanding of family relationships and how it affects the child

COMPETENCY: The participant is knowledgeable of how family relationships affect the child.

CRITERIA:

1. Does the participant demonstrate an understanding of the family structure and relationships within this structure?

2. Does the participant assist the child in understanding family relationships?

TOPIC: III. AUDIOVISUAL DUTIES OF THE TEACHER AIDE

TASK: Prepare introductions to give children background for viewing audiovisual materials as directed.

COMPETENCY: The participant develops introductory statements to audiovisual materials for preparatory lesson before audiovisual showing.

CRITERIA:

1. Does the participant prepare clear, concise introductory statements for viewing audiovisual materials.
2. Does the participant organize the prelesson sequentially so that objectives can be reached?
3. Does the participant assure that children know what they are looking for and why - major points?
4. Does the participant have the children identify the major points of the audiovisual materials at the conclusion of the showing?

TASK: Preview films, filmstrips and other audiovisual materials to determine operation capabilities.

COMPETENCY: The participant can determine the quality and relevance of audiovisual materials to be used in the classroom.

CRITERIA:

1. Does the participant provide audiovisual materials that are suitable to the age/grade level, time module and purposes of the lesson.
2. Does the participant select media that is free from defects?
3. Does the participant assure that the classroom is satisfactorily prepared in lighting, ventilation and arrangement conditions?
4. Does the participant preview films, filmstrips and other audiovisual materials to determine operation capabilities?

TASK: Procure and return audiovisual equipment.

COMPETENCY: The participant understands and uses appropriate procedures for securing and returning audiovisual equipment.

CRITERIA:

1. Does the participant understand the necessary procedures for securing and returning audiovisual equipment?
2. Does the participant check out and return audiovisual equipment according to previously approved guidelines?

TASK: Secure and/or prepare visual aids.

COMPETENCY:

1. The participant demonstrates the ability to procure and/or prepare audiovisual aids.
2. The participant, following the teacher's directions, creates and develops multimedia for lessons.

CRITERIA:

1. Does the participant collect the appropriate manufactured visual aids to enhance the lesson?
2. Can the participant produce additional media to meet specific needs?
3. Does the participant select media and visual aids that are clear, attractive and on the comprehension level of the children?

TASK: Set up and operate various audiovisual equipment and prepare and/or assemble instructional materials used with the equipment.

COMPETENCY: The participant selects, prepares, operates and/or maintains various types of audiovisual equipment and the necessary instructional materials.

CRITERIA:

1. Does the participant select equipment which is capable of performing the task for which it was chosen?
2. Does the participant prepare and/or assemble the necessary instructional materials to be used with the equipment?
3. Does the participant set up and/or prepare the equipment and media for smooth operation?
4. Does the participant operate equipment safely and efficiently?
5. Can the participant make adjustments and solve minor equipment operational problems?
6. Can the participant distinguish between minor and major maintenance problems on equipment?

TOPIC: IV. CLERICAL DUTIES OF THE TEACHER AIDE

TASK: File child's work as selected by the teacher.

COMPETENCY: The participant understands filing systems and procedures?

CRITERIA:
1. Does the participant demonstrate correct filing procedures?
2. Can the participant understand the teacher's directions for filing?

TASK: Perform clerical tasks as assigned by supervisor (check attendance, collect monies, prepare stencils, etc.).

COMPETENCY: The participant follows instructions and assignments that are related to clerical tasks such as checking attendance, collecting money and preparing stencils.

CRITERIA:
1. Does the participant demonstrate correct reporting on attendance sheets and money forms?
2. Does the participant prepare clear and accurate stencils?

TASK: File resource materials for various teaching units.

COMPETENCY: The participant files resource materials for various teaching units.

CRITERIA:
1. Does the participant understand the teacher's filing system for resource materials?
2. Can the participant organize effective storage areas for resource materials?

TASK: Keep records of books children have read.

COMPETENCY: The participant maintains records of book titles and book levels read by children.

CRITERIA:
1. Does the participant know how to keep records of books children have read?
2. Does the participant maintain accurate records of books and level of books children read?

TASK: Keep records of class and students' schedules.

COMPETENCY: The participant maintains records of children's work and schedules.

CRITERIA:

1. Does the participant assist in scheduling activities for students?
2. Can the participant accurately compile student records?

TASK: Keep inventory of classroom equipment, instructional supplies and supplementary materials.

COMPETENCY: The participant maintains an inventory and does recordkeeping on equipment, supplies and materials?

CRITERIA:

1. Can the participant compile a form or format for classroom inventory of equipment, instructional supplies and supplementary materials?
2. Can the participant maintain an inventory?
3. Does the participant demonstrate correct recordkeeping for inventory of equipment,supplies and materials?

TASK: Duplicate materials for use in the classroom.

COMPETENCY: The participant prepares materials for duplicating and operates the duplicating machine.

CRITERIA: Does the participant accurately duplicate materials for classroom use?

TASK: File entries and/or check for records in children's cumulative file.

COMPETENCY: The participant is familiar with records, can check for discrepencies in the children's cumulative file and can copy entries under close supervision by the teacher.

CRITERIA:

1. Does the participant file children's records correctly?
2. Can the participant accurately copy entries on children's records?
3. Does the participant know how to check for discrepencies in children's records?

TASK: Type class materials and supervisor's correspondence.

COMPETENCY: The participant is proficient in typing class materials and teacher's correspondence.

CRITERIA:

1. Does the participant type a minimum of thirty words per minute?
2. Can the participant type accurately?
3. Does the participant type correspondence?
4. Does the participant type various kinds of classroom materials?

TASK: Average grades, record grades in teacher's grade book and/or copy information on report cards.

COMPETENCY: The participant possesses basic mathematical skills.

CRITERIA:

1. Can the participant accurately average grades?
2. Does the participant accurately record grades in appropriate form?

TASK: Prepare requisitions for supplies.

COMPETENCY: The participant can prepare a requisition for supplies.

CRITERIA:

1. Can the participant compile a list of needed supplies on the correct form?
2. Can the participant take inventory?
3. Can the participant compile a list of needed supplies and materials based on the inventory?
4. Can the participant evaluate cost of an item?
5. Can the participant write an order for needed supplies and materials?

TASK: Make arrangements for field trips; secure parental permission forms.

COMPETENCY: The participant verifies field trip arrangements, including travel and checking parental permission forms.

CRITERIA:

1. Does the participant make arrangements for field trip?
2. Does the participant secure parental permission forms?
3. Can the participant successfully complete field trip arrangements?

TASK: Arrange appointments for parent-teacher conferences.

COMPETENCY: The participant arranges appointments for parent-teacher conferences.

CRITERIA:

1. Does the participant use proper telephone techniques?
2. Does the participant schedule appointments to the benefit of parties concerned?

TASK: Complete arrangements for special classroom resource speakers.

COMPETENCY: The participant is aware of the arrangements necessary and materials and/or equipment needed for classroom resource speakers.

CRITERIA:

1. Does the participant know the proper procedures for arranging for classroom speakers?
2. Does the participant assure that the classroom resource speaker has all needed materials and/or equipment to make a presentation?

TOPIC: V. HOUSEKEEPING IN THE CLASSROOM

TASK:
1. Prepare and supervise children's work areas as directed.
2. Arrange instructional materials for accessibility.

COMPETENCY: The participant will assemble materials, arrange interest centers and carry-out planned activities in work areas.

CRITERIA:
1. Can the participant collect appropriate materials?
2. Does the participant follow directions accurately?
3. Can the participant set up effective work areas?

TASK:
1. Supervise children's cleanup time.
2. Store materials, equipment and supplies when not in use.

COMPETENCY: The participant can guide and assist children in putting materials away in appropriate places.

CRITERIA:
1. Does the participant keep the classroom neat and orderly?
2. Does the participant supervise children during cleanup time?
3. Does the participant store materials, equipment and supplies when these items are not in use?

TASK: Keep bulletin boards current and neat.

COMPETENCY: The participant develops bulletin boards which are interesting and educational.

CRITERIA:
1. Is the participant able to select, design, prepare and/or display relevant materials on the bulletin board.
2. Does the participant keep bulletin boards current?

TASK: Maintain orderly arrangements of the classroom.

COMPETENCY: The participant arranges the classroom for most efficient usage.

CRITERIA: Does the participant maintain an orderly arrangement of the classroom?

TASK: Mix paints for art instruction.

COMPETENCY: The participant has knowledge of primary color mixtures obtain secondary colors and of consistency of paints to use for particular art activity.

CRITERIA: Does the participant mix paints in appropriate consistency and color for a particular art activity?

TASK: Prepare and serve refreshments at snack time and clean up afterward.

COMPETENCY:
1. The participant can select, prepare and/or serve nutritious, appealing food at snack time.
2. The participant can clean up the preparation and eating area after a snack.

CRITERIA:
1. Does the participant prepare and serve appropriate refreshments at snack time?
2. Does the participant clean the kitchen and classroom areas after eating?

TASK: Copy assignments and lessons on chalkboard.

COMPETENCY: The participant has the ability to transfer assignments and lessons appropriately.

CRITERIA:
1. Can the participant copy assignments and lessons on the chalkboard?
2. Does the participant follow instructions correctly?

TASK: Keep chalkboards clean and ready for use.

COMPETENCY: The participant follows the proper procedures for keeping chalkboards clean and ready for use.

CRITERIA:
1. Does the participant keep the chalkboards clean?
2. Does the participant have the chalkboard ready for use - clean, eraser, chalk.

TASK: Check on room temperature, lights, etc.

COMPETENCY: The participant has knowledge of comfortable room temperature and adequate lighting necessary for classroom activities.

CRITERIA:

1. Does the participant check on room temperature?
2. Does the participant check on lights?
3. Does the participant prepare the appropriate room environment?

TASK ANALYSIS SUMMARY

Table 1

TASKS RANK AND MEAN FOR 35 OF TOTAL 69 TASKS

Rank	Task Statement	Mean			
		Group	Employee	Employer	Educator
1	Read to children and listen to them read	4.7	4.6	4.7	4.8
2	Tutor individual children	4.6	4.7	4.6	4.6
3	Demonstrate etiquette and good manners and expect these to be practiced consistently by children	4.6	4.6	4.6	4.7
4	Talk with children/encourage children's use of language	4.6	4.6	4.6	4.7
5	Reinforce/repeat a teacher-lead learning experience with small group of children	4.6	4.7	4.7	4.7
6	Tell stories and listen to children's stories	4.6	4.6	4.5	4.6
7	Maintain class when teacher is away for brief period of time	4.5	4.6	4.5	4.5
8	Explain teacher's instructions to individual children	4.5	4.6	4.5	4.4
9	Help children use various materials and equipment	4.5	4.5	4.5	4.6
10	Monitor children in makeup work	4.5	4.4	4.5	4.6
11	Monitor children in safe and proper use of tools	4.5	4.5	4.4	4.6
12	Duplicate materials for use in classroom	4.4	4.4	4.4	4.5
13	Set up/operate audiovisual equipment	4.4	4.3	4.4	4.6
14	Help supervise play activities	4.4	4.2	4.4	4.7
15	Listen to child's concerns/report to teacher	4.0	4.1	4.0	4.2
16	Prepare/supervise children's work areas as directed	4.4	4.4	4.3	4.5
17	Utilize special talent in various areas of curriculum	4.4	4.4	4.3	4.5
18	Display children's work as directed by teacher	4.4	4.3	4.3	4.6
19	Set up interest centers as designed by teacher	4.4	4.3	4.4	4.5
20	Assist children with written composition	4.4	4.4	4.4	4.3
21	Arrange instructional materials for accessibility	4.3	4.3	4.3	4.5
22	Perform routine health tasks	4.3	4.1	4.3	4.5
23	Call teacher's attention to children needing special attention	4.3	4.5	4.2	4.4
24	File children's work as selected by the teacher	4.3	4.2	4.3	4.5
25	Help children evaluate their own work	4.3	4.3	4.2	4.3
26	Secure and/or prepare visual aids	4.3	4.2	4.3	4.4
27	Procure and return audiovisual equipment	4.3	4.1	4.2	4.7
28	Perform clerical tasks as assigned by supervisor	4.3	4.3	4.2	4.4
29	Reinforce use of dictionary skills	4.3	4.3	4.2	4.3
30	Help children with research	4.2	4.3	4.2	4.2
31	Give assignments under teacher's direction	4.2	4.3	4.2	4.2
32	File resource materials for various teaching units	4.2	4.1	4.2	4.4
33	Supervise children's cleanup time	4.2	4.1	4.1	4.6
34	Distribute books and supplies to children	4.2	4.1	4.1	4.5
35	Gather supplementary books and materials for teacher's use	4.2	4.2	4.1	4.2

TABLE 2

TASKS BY SUBJECT AREA AND RANK

TASKS	SUBJECT AREA																						
	Role of Teacher Aide	Principles/Practices Early Childhood	Curriculum Development	Growth and Development	Exceptional Children	Psychology	Parent Education	Community Resources	Audiovisual & Instructional Equipment & Materials	Community Health and Health Resources	Teacher Aide Applications	Typewriting and Office Procedures	Group Leadership and Social Change	Families in American Culture	Career Information	Sociology	Marriage and Family	Communication - Oral and Written	Interpersonal Relationships	Personal Development	Personal Health and Hygiene	Mathematics	RANK NUMBER
INSTRUCTIONAL																							
Reinforce or repeat a teacher-lead learning experience with a small group of children.		X									X		X										5
Tutor individual children.		X	X								X												2
Talk with children and encourage children's use of language.											X							X	X				4
Monitor children in makeup work.	X	X									X												10
Assist children with written composition - especially with spelling, punctuation and grammar.											X							X					20
Read to children and listen to them read.			X								X							X					1
Monitor children in the safe and proper use of tools.	X										X												11
Demonstrate etiquette and good manners, and expect these to be practiced consistently by children.	X										X												3
Utilize special talent in various areas of the curriculum.		X									X												17
Tell stories and listen to children's stories.			X								X							X					6
Help children with research.	X		X								X												30
Give tests under the direction of the teacher.	X	X									X												45
Teach indoor and outdoor games.			X								X												39
Explain teacher's instructions to individual children.	X										X							X	X				8
Help children evaluate their own work.	X										X												25

TASKS	SUBJECT AREA																						RANK NUMBER
	Role of Teacher Aide	Principles/Practices Early Childhood	Curriculum Development	Growth and Development	Exceptional Children	Psychology	Parent Education	Community Resources	Audiovisual & Instructional Equipment & Materials	Community Health and Health Resources	Teacher Aide Applications	Typewriting and Office Procedures	Group Leadership and Social Change	Families in American Culture	Career Information	Sociology	Marriage and Family	Communication - Oral and Written	Interpersonal Relationships	Personal Development	Personal Health and Hygiene	Mathematics	
Give assignments under teacher's direction.	X										X							X					31
Listen to child's concerns and report to teacher.	X										X							X	X				15
Reinforce use of dictionary skills.		X	X								X							X					29
Help children use various materials and equipment.	X										X												9
NON-INSTRUCTIONAL																							
Maintain discipline, monitor and supervise children groups.	X										X												40
Gather supplementary books and materials for teacher's use.	X										X												35
Distribute books and supplies to children.	X										X												34
Collect homework and test papers.	X										X												50
Supervise loading and unloading of school buses.	X										X												64
Maintain class when teacher is away for a brief period of time.	X										X												7
Help supervise play activities.	X	X									X												14
Display children's work as directed by teacher.	X										X												18
Help children with their clothing.	X										X												36
Perform routine health tasks - weighing, measuring and eye-testing (by chart).										X	X												22
Administer routine first aid and attend sick or injured children, notify parents and/or take child home or to the doctor or hospital as necessary.										X	X												46

TASKS	SUBJECT AREA																						
	Role of Teacher Aide	Principles/Practices Early Childhood	Curriculum Development	Growth and Development	Exceptional Children	Psychology	Parent Education	Community Resources	Audiovisual & Instructional Equipment & Materials	Community Health and Health Resources	Teacher Aide Applications	Typewriting and Office Procedures	Group Leadership and Social Change	Families in American Culture	Career Information	Sociology	Marriage and Family	Communication - Oral and Written	Interpersonal Relationships	Personal Development	Personal Health and Hygiene	Mathematics	
Telephone parents of absent children.											X							X					65
Telephone parents to verify notes requesting early dismissal.											X							X					66
Assist committees (teachers and/or children) engaged in special projects as directed.	X										X												44
Help children settle disputes and quarrels.	X					X					X		X										52
Help prepare assemblies and programs as directed.	X	X									X												56
Set up interest centers as designed by the teacher.	X	X									X												19
Take children to media center.	X										X												38
Call teacher's attention to children who need special attention.	X		X	X		X					X									X			23
Use observation guides to report child's behavior to teacher.											X							X					37
AUDIOVISUAL																							
Set up and operate various audiovisual equipment.									X		X												13
Secure and/or prepare visual aids.									X		X												26
Preview films, filmstrips and other audiovisual materials to determine operation capabilities.									X		X												53
Prepare introductions to give children background for viewing audiovisual materials as directed.									X		X												60
Procure and return audiovisual equipment.									X		X												27

TASKS	SUBJECT AREA																						
	Role of Teacher Aide	Principles/Practices Early Childhood	Curriculum Development	Growth and Development	Exceptional Children	Psychology	Parent Education	Community Resources	Audiovisual & Instructional Equipment & Materials	Community Health and Health Resources	Teacher Aide Applications	Typewriting and Office Procedures	Group Leadership and Social Change	Families in American Culture	Career Information	Sociology	Marriage and Family	Communication - Oral and Written	Interpersonal Relationships	Personal Development	Personal Health and Hygiene	Mathematics	
CLERICAL																							
Perform clerical tasks as assigned by supervisor (check attendance, collect monies, prepare stencils, etc.).											X	X										X	28
Prepare requisitions for supplies.											X	X						X				X	63
File entries and/or check for records in children's cumulative file.											X	X											59
Average grades, record grades in teacher's grade book, and/or copy information on report cards.											X	X						X				X	62
Keep records of class and children's schedules.											X	X						X					47
Keep records of books children have read.											X	X						X					43
Keep inventory of classroom equipment, instructional supplies, and supplementary materials.											X	X						X					51
Type class materials and supervisor's correspondence.											X	X											61
Duplicate materials for use in the classroom.											X	X											12
File child's work as selected by the teacher.											X	X											24
File resource materials for various teaching units.											X	X											32
Arrange appointments for parent-teacher conferences.							X				X	X											68
Make arrangements for field trips; secure parental permission forms.											X	X											67

SUBJECT AREA

TASKS	Role of Teacher Aide	Principles/Practices Early Childhood	Curriculum Development	Growth and Development	Exceptional Children	Psychology	Parent Education	Community Resources	Audiovisual & Instructional Equipment & Materials	Community Health and Health Resources	Teacher Aide Applications	Typewriting and Office Procedures	Group Leadership and Social Change	Families in American Culture	Career Information	Sociology	Marriage and Family	Communication - Oral and Written	Interpersonal Relationships	Personal Development	Personal Health and Hygiene	Mathematics	RANK NUMBER
Complete arrangements for special classroom resource speakers.											X	X											69
HOUSEKEEPING																							
Prepare and supervise children's work areas as directed.		X									X												16
Arrange instructional materials for accessibility.		X									X												21
Supervise children's cleanup time.	X										X												33
Keep bulletin boards current and neat.									X		X												42
Keep chalkboards clean and ready for use.									X		X												57
Copy assignments and lessons on chalkboard.									X		X												55
Maintain orderly arrangement of the classroom.	X										X												48
Mix paints for art instruction.			X								X												49
Prepare and serve refreshments at snack time and clean up afterward.			X								X												54
Check on room temperature, lights, etc.	X										X												58
Store materials, equipment and supplies when not in use.	X										X												41

Table 3

TASKS QUESTIONED AS TO APPROPRIATE ACTIVITIES FOR TEACHER AIDES BY ONE TO SIX RESPONDENTS

Task	Response by		
	Employee	Employer	Educator
12. Prepare requisitions for supplies			X
13. File entries and/or check for records in pupils' cumulative file.	X	X	X
14. Average grades, record grades in teacher's grade book and/or copy information on report cards.	X	X	X
15. Keep records of class and pupils' schedules.			X
17. Keep inventory of classroom equipment, instructional supplies and supplementary materials.		X	X
22. Arrange appointments for partent-teacher conference.		X	X
23. Make arrangements for field trips; secure parental permission forms.		X	X
24. Complete arrangements for special classroom resource speakers.		X	X
30. Supervise pupil cleanup time			X
31. Keep bulletin boards current and neat		X	X
32. Keep chalkboards clean and ready for use.			X
33. Copy assignments and lessons on chalkboard.			X
34. Maintain orderly arrangement of the classroom.			X
35. Mix paints for art instruction.		X	X

Table 3 (Continued)

Task	Response by		
	Employee	Employer	Educator
36. Prepare and serve refreshments at snack time and clean up afterward.		X	X
37. Check room temperature, lights, etc.			X
42. Maintain discipline, monitor and supervise children groups.		X	X
44. Distribute books and supplies to pupils.			X
45. Collect homework and test papers.			X
46. Supervise loading and unloading of school buses.	X	X	X
47. Maintain class when teacher is away for a brief period of time.		X	
50. Help children with their clothing.			X
51. Perform routine health tasks - weighing, measuring and eye-testing (by chart).	X	X	X
52. Administer routine first aid and attend sick or injured children, notify parents and/or take child home or to the doctor or hospital as necessary.	X	X	X
53. Telephone parents of absent children.	X	X	
54. Telephone parents to verify notes requesting early dismissal.	X	X	X
56. Help pupils settle disputes and quarrels.		X	X
59. Take pupils to media center.			X
61. Use observation guides to report child's behavior to teacher.		X	X
68. Secure and/or prepare visual aids.		X	
69. Preview films, filmstrips and other audiovisual materials to determine operation capabilities.		X	X

Table 3 (Continued)

Task	Response by		
	Employee	Employer	Educator
70. Prepare introductions to give children background for viewing audiovisual materials as directed.		X	X
71. Procure and return audiovisual equipment.			X
77. Tutor individual children.		X	
80. Assist children with written composition - especially with spelling, punctuation and grammar.		X	
87. Give tests under the direction of the teacher.			X
88. Teach indoor and outdoor games.		X	X
90. Help children evaluate their own work.		X	X

Table 4

Goals of Teacher Aide Education with Suggested Course Areas

Goal	Course Area
1. Paraprofessional Role	Role of Teacher Aide
2. Awareness of Community and School Relationships	Parent Education Community Resources Community Health and Health Resources Families in American Culture Sociology
3. Teaching/Learning Relationships	Principles/Practices in Early Childhood Education Role of Teacher Aide
4. Awareness of Children	Growth and Development Exceptional Children Marriage and Family Families in American Culture Sociology Psychology
5. Teaching Procedures	Principles/Practices in Early Childhood Education Audiovisual Equipment and Use Teacher Aide Applications Office Procedures (Optional) Typewriting
6. Subject-Matter	Curriculum Development in the Areas of: Creative Activities/Music, Arts and Crafts Food and Nutrition Health and Safety Physical Activities Science Activities Language Arts/Children's Literature Mathematical Activities Reading - Methods, Materials and Techniques Social Studies
7. Continuing Growth, Education and Career Development	Grammar Composition Report Writing Oral Communication Personal Development Interpersonal Relationships and Communication Group Leadership and Social Change Mathematics Career Information Personal Health and Hygiene

TECHNICAL COURSE ABSTRACTS

EDU 106, 107, 108*
EDU 222, 223, 224

TEACHER AIDE APPLICATIONS

DESCRIPTION OF COURSE:

The student will develop occupational competencies through experience and practice in a simulated classroom laboratory or through on-the-job experience in a work program and will be given opportunities to apply knowledge acquired in previous teacher aide studies. The student will be supervised and coordinated by the instructor and/or employer. The student will participate in learning activities and problem-solving activities relating to primary and elementary school children.

COURSE HOURS PER WEEK: Regular class per course - Class, 1; laboratory, 6.
Work experience per course - Class, 1 (optional); on-the-job, 40.

QUARTER HOURS CREDIT: Regular class per course - 3.
Work experience per course with class - 5.
Work experience per course without class - 4.

PREREQUISITE: Satisfactory completion of course requirements or approval by instructor.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Observation of Work Station

II. Preparation of Case Study

III. Practice of Professional Ethics

IV. Involvement with Teacher or Director, Children and Staff

SUGGESTED REFERENCES:

Books

Brotherson, Mary L. and Mary A. Johnson. Teacher Aide Handbook: A Guide to New Careers in Education. Danville, Illinois: The Interstate Printers and Publishers, Inc., Current Edition.

Howe, Robert S. The Teacher Assistant. Dubuque, Illinois: William C. Brown Co., Pubs., Current Edition.

Shank, Paul and Wayne McElroy. Paraprofessionals or Teacher Aides. Midland, Michigan: Pendell Publishing Co., Current Edition.

*One or more courses or work experiences may be used.

Welty, Don A. and Dorothy R. Welty. The Teacher Aide in the Instructional Team. New York: McGraw-Hill Book Company, Current Edition.

Resource Books

Alberti, R. E. and M. L. Emmons. Stand Up, Speak Out, Talk Back. New York: Simon and Schuster, Current Edition.

Cohen, Dorothy H. and Virginia Stern. Observing and Recording the Behavior of Young Children. New York: Teachers College Press, Current Edition.

Gartner, Alan. Paraprofessionals and Their Performance: A Survey of Education, Health and Social Service Programs. New York: Irvington Pubs., Current Edition.

_______. Paraprofessionals in Education: Paraprofessionals Today. Volume I. New York: Human Science Press, Inc., Current Edition.

Harris, Thomas. I'm OK - You're OK. New York: Avon Books, Current Edition.

Hendrick, Joanne. The Whole Child: New Trends in Early Education. St. Louis, Missouri: C. V. Mosby Company, Current Edition.

Hess, Robert D. and Robert J. Croft. Teachers of Young Children and supplemental Activites Handbook. Boston: Houghton-Mifflin Company, Current Edition.

Hildebrand, Verna. A Laboratory Workbook for Introduction to Early Childhood Education. Riverside, New Jersey: Macmillan Publishing Co., Inc., Current Edition.

House, Ernest R. and Stephen D. Lappan. Survival in the Classroom: Negotiating with Kids, Colleagues and Bosses. Rockleigh, New Jersey: Allyn & Bacon, Inc., Current Edition.

Lefrancois, Guy R. Psychology for Teaching: A Bear Usually Faces the Front. Belmont, California: Wadsworth Publishing Co., Current Edition.

Lindberg, Lucile and Rita Swedlow. Early Childhood Education: A Guide for Observation and Participation. Boston: Allyn and Bacon, Inc., Current Edition.

Lorton, Mary B. Workjobs: Activity-Centered Learning for Early Childhood Education. Reading, Massachusetts: Addison-Wesley Publishing Co., Inc., Current Edition.

Martin, Beatrice D. Teaching Young Children. Albany, New YorK: Delmar Pubs., Current Edition.

Rowen, Betty. *The Children We See: An Observational Approach to Child Study*. New York: Holt, Rinehart and Winston, Inc., Current Edition.

Ryan, Kevin and James M. Cooper. *Those Who Can Teach*. Boston: Houghton-Mifflin Company, Current Edition.

Schmuck, Richard A. and Patricia Schmuck. *Group Processes in the Classroom*. Dubuque, Iowa: William C. Brown Pubs., Current Edition.

TAP, The Teacher Aide Program. Washington, D.C.: Washington School of Psychiatry, Current Edition.

Periodicals

American Education
American Journal
Change
Child Welfare
The Clearing House
The Elementary School Journal
Exceptional Children
Grade Teacher
Harvard Education Review
Journal of Home Economics
Journal of Teacher Education
National Elementary Principal
Nation's Schools
NEA Journal
NEA Research Bulletin
New Generation
Phi Delta Kappan
The Record
Review of Educational Research
School Management
Social Policy
Social Work
Today's Education
Trans-Action

Audiovisual Aids

"I am a Teacher Aide." Filmstrip, record and guide. Available from General Services Administration, Office of Administration, Finance Division, Accounts Receivable Branch, 3 B.C.B.C., Washington, DC 20407. (Approximate cost - $8)

Other Sources

North Carolina Public School Law

North Carolina State Adopted Textbooks. Division of Textbooks, Controller's Office, Department of Public Instruction, Raleigh, NC 27611.

Local superintendents, principals, supervisors, teachers and teacher aides.

EDU 115

LANGUAGE ARTS FOR CHILDREN

DESCRIPTION OF COURSE:

The student will examine language development of children in relation to adult models and the child's early experiences. Case studies will provide opportunities to analyze problems of adult-child communication and to develop guidelines for establishing effective communication patterns with children. Exercises to develop better listening skills will be provided. Media used in reading, handwriting, spelling and language will be examined. State adopted textbooks will be examined by students interested in kindergarten and elementary school children.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Components of Language Arts Curriculum
II. Reading
III. Language
IV. Handwriting
V. Spelling
VI. Listening
VII. Poetry for Young Children
VIII. Storytelling
IX. How Children Learn to Speak
X. Creative Dramatics

SUGGESTED REFERENCES:

Books

Arbuthnot, May and Zena Sutherland. Children and Books. Glenview, Illinois: Scott, Foresman and Co., Current Edition.

Burrows, Alvina T. and others. New Horizons in the Language Arts. Scranton, Pennsylvania: Harper & Row Pubs., Inc., Current Edition.

Corcoran, Gertrude B. Language Arts in the Elementary School: A Modern Linguistic Approach. New York: Ronald Press Co., Current Edition.

Dallman, Martha. Teaching the Language Arts in the Elementary School. Dubuque, Iowa: William C. Brown Co., Current Edition.

DeStefano, Johanna S. and Sharon E. Fox. Language and Language Arts. Boston: Little Brown, Current Edition.

Hull, Marion A. Phonics for the Teacher of Reading. Columbus, Ohio: Charles E. Merrill Publishing Co., Current Edition.

Kean, John M. and Carl R. Personke. Language Arts: Teaching and Learning in the Elementary Schools. New York: St. Martin's Press, Inc., Current Edition.

Machado, Jeanne. Early Childhood Experiences in Language Arts. Albany, New York: Delmar Pubs., Current Edition.

Mackintosh, Helen K. (ed.). Language Arts for Today's Children. New York: Irvington Pubs., Current Edition.

Miller, W. H. The First R: Elementary Reading Today. New York: Holt, Rinehart and Winston, Inc., Current Edition.

Orost, Jean H. and others. Language Skills and Social Concepts. Volume 3, Threshold Early Learning Library Series. Riverside, New Jersey: Macmillan Publishing Co., Current Edition.

Petty, Walter T. and others. Experience in Language: Tools and Techniques for Language Arts Methods. Rockleigh, New Jersey: Allyn & Bacon, Inc., Current Edition.

Strickland, Ruth. The Language Arts in Elementary School. Lexington, Massachusetts: D. C. Heath, Current Edition.

Trauger, Wilmer K. Language Arts in Elementary Schools. New York: McGraw-Hill Book Company, Current Edition.

Wann, Kenneth D. and others. Fostering Intellectual Development in Young Children. New York: Teachers College Press, Columbia University, Current Edition.

Resource Books

Allen, Roach Van and Claryce Allen. Language Experiences in Reading: Teachers Resource Books. Chicago: Encyclopedia Britannica Press, Current Edition.

Bolinger, Dwight H. Aspects of Language. New York: Harcourt, Brace and World, Current Edition.

Books for Children. Chicago: American Library Association, Current Edition.

Braun, Carl (ed.) Language, Reading and the Communication Process. Newark, Delaware: International Reading Association, Current Edition.

Brengelman, Frederick H. The English Language: An Introduction for Teachers. Englewood Cliffs, New Jersey: Prentice-Hall, Current Edition.

Hall, Marianne. Teaching Reading as A Language Experience. Columbus, Ohio: Charles E. Merrill, Current Edition.

Hodges, R. E. and E. Hugh Rudorf. Language and Learning to Read: What Teachers Should Know About Language. Boston: Houghton-Mifflin Co., Current Edition.

Huck, Charlotte S. and Doris Young Kuhn. Children's Literature in the Elementary School. New York: Holt, Rinehart and Winston, Inc., Current Edition.

Moffett, James and Betty J. Wagner. Student-Centered Language Arts and Reading K-13: A Handbook for Teachers. Boston: Houghton Mifflin Co., Current Edition.

Platts, Mary E. and Judy A. Wowig. Spice-Language Arts. Stevensville, Michigan: Educational Services, Current Edition.

Ruddel, Robert B. Reading-Language Instruction: Innovative Practice. Englewood Cliffs, New Jersey: Prentice-Hall, Current Edition.

Sebesta, Sam L. and William Iverson. Literature for Thursday's Child. Palo Alto, California: Science Research Associates, Current Edition.

Stauffer, Russell G. Directing the Reading-Thinking Process. New York: Harper & Row, Current Edition.

________. The Language Experience Approach to the Teaching of Reading. New York: Harper & Row, Current Edition.

Sutherland, Zena. The Best in Children's Books. Chicago: The University of Chicago Press, Current Edition.

Periodicals

Booklist (multimedia). American Library Association, 50 East Huron Street, Chicago, IL 60611.

Elementary English. National Council of Teachers of English, 508 South Sixth Street, Champaign, IL 61820.

Elementary School Journal. University of Chicago Press, 5835 Kimbark Avenue, Chicago, IL 60637.

Horn Book Magazine. Horn Book, Inc., 585 Boylston Street, Boston, MA 02116.

Instructor. Instructor Publications, Inc., P. O. Box 6099, Duluth, MN 55806.

Language Arts (Elementary English). National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801.

Previews (Audiovisual). R. R. Bowker Co., 1180 Avenue of the Americas, New York, NY 10036

School Library Journal. R. R. Bowker Co., 1180 Avenue of the Americas, New York, NY 10036.

Audiovisual Aids

Instructors are encourage to produce transparencies and slides as appropriate for each topic.

Other Sources

North Carolina State Adopted Basic Textbooks. List of these textbooks available from Division of Textbooks, Controller's Office, Department of Public Education, Education Building, Raleigh, NC 27611.

Mary H. Purnell or James Jenkins, Directors, Division of Reading, North Carolina Department of Public Instruction, Raleigh, NC 27611.

Dr. Denny T. Wolfe, Jr., Director, Division of Languages, North Carolina Department of Public Instruction, Raleigh, NC 27611.

Public Instruction Regional Education Center Consultants. (Refer to list of centers in general bibliography.)

Gaver, Mary V. (ed.). The Elementary School Library Collection: A Guide to Books and Other Media. Phases 1-3. Williamsport, Pennsylvania: Bro-Dart Foundation, Current Edition.

Greene, Ellin and Madalynne Schoenfeld (eds.). A Multimedia Approach to Children's Literature: A Selective List of Films, Filmstrips and Recordings Based on Children's Books. Chicago: American Library Association, Current Edition.

Hodges, Elizabeth D. (comp. and ed.). Books for Elementary School Libraries: An Initial Collection. Chicago: American Library Association, Current Edition.

Indexes and Resource Materials. The following items available from National Information Center for educational media, University of Southern California, Los Angeles, CA 90007.

- Index to Ecology
- Index to Black History and Studies
- Children's Books in Print
- Subject Guide to Books in Print
- Index to 16 mm Educational Films
- Index to 35 mm filmstrips
- Index to Educational Audio Tapes
- Index to Educational Video Tapes
- Index to Educational Records
- Index to 8 mm Cartridges

Children's Catalog. Bronx, New York: H. W. Wilson, Current Edition.

EDU 116

MATHEMATICS AND SCIENCE
(Elementary Curriculum III)

DESCRIPTION OF COURSE:

The student will examine and use state adopted textbooks and supplementary materials used in the areas of mathematics and science. The student will demonstrate an understanding of the metric system. The student will develop a mathematics and science activities file for use in the classroom.

COURSE HOURS PER WEEK: Class, 2; Laboratory, 6.

QUARTER HOURS CREDIT: 4.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Mathematics in Early Childhood
II. Mathematics in Intermediate and Middle Grades
III. Science in Kindergarten Through Grade 6
IV. Life Science in Grade 7
V. Earth Science in Grade 8

SUGGESTED REFERENCES FOR MATHEMATICS:

Books

Barker, Jack and others. Arithmetic. Philadelphia: W. B. Saunders Co., Current Edition.

Copeland, Richard W. Diagnostic and Learning Activities in Mathematics for Children. New York: Macmillan Publishing Co., Current Edition.

Heddens, James W. Today's Mathematics. Palo Alto, California: Science Research Associates, Current Edition.

Gossage, Loyce C. Basic Mathematical Skills: A Text Workbook. New York: McGraw-Hill Book Company, Current Edition.

Periodical

School Science and Mathematics. Stright Hall, P. O. Box 1614, Indiana University of Pennsylvania, Indiana, PA 15705.

Audiovisual Aids

Instructors are encouraged to produce transparencies and slides as appropriate for each topic.

Other Sources

Duncan, Ernest R. and W. G. Quast. Modern School Mathematics: Workbook for Elementary Teachers. Boston, Massachusetts: Houghton-Mifflin Co., Current Edition.

North Carolina State Adopted Basic Textbooks. List of these textbooks available from Division of Textbooks, Controller's Office, Department of Public Education, Education Building, Raleigh, NC 27611.

Robert Jones, Director, Division of Mathematics, North Carolina Department of Public Instruction, Raleigh, NC 27611.

Public Instruction Regional Education Center Consultants. (Refer to list of centers in general bibliography.)

SUGGESTED REFERENCES FOR SCIENCE:

Books

Harlan, Jean Durgin. Science Experiences for the Early Childhood Years. Columbus, Ohio: Charles E. Merrill Publishing Co., Current Edition.

Goin, Coleman J. and Olive B. Goin. Man and the Natural World: An Introduction to Life Science. Riverside, New Jersey: Macmillan Publishing Co., Inc., Current Edition.

National Science Teachers Association. Investigating Science with Children. Volumes 1-6:

Bibliography of Science Courses of Study and Textbooks K-12

Environment: The Human Impact

Facilities for Secondary School Science Teaching: Evolving Patterns in Facilities and Programs

How to Use Behavioral Objectives in Science Instruction

Metric is Coming

National Assessment Findings in Science: What Do They Mean?

Washington, DC: National Science Teachers Association, Affiliate of American Association for the Advancement of Science, Current Edition.

Periodicals

School Science and Mathematics. Stright Hall, P. O. Box 1614, Indiana University of Pennsylvania, Indiana, PA 15705.

Science Education. John Wiley & Sons, Inc., 605 Third Avenue, New York NY 10016.

Audiovisual Aids

Instructors are encouraged to produce transparencies and slides as appropriate for each topic.

Other Sources

Environmental Education: K-3 Activities. Raleigh, North Carolina: Division of Science Education, Department of Public Instruction, Current Edition.

Science Curriculum: K-12. Raleigh, North Carolina: Division of Science Education, Department of Public Instruction, Current Edition.

North Carolina State Adopted Basic Textbooks. List of these textbooks available from Division of Textbooks, Controller's Office, Department of Public Education, Education Building, Raleigh, NC 27611.

Paul H. Taylor, Director, Division of Science, North Carolina Department of Public Instruction, Raleigh, NC 27611.

Public Instruction Regional Education Center Consultants (refer to list of centers in general bibliography).

HEALTH AND SOCIAL STUDIES
(Elementary Curriculum IV)

DESCRIPTION OF COURSE:

The student will display knowledge of the materials in state adopted textbooks and other materials in the areas of health and social studies. The student will develop a file of games and activities in these areas for use in the classroom.

COURSE HOURS PER WEEK: Class, 2; Laboratory, 6.

QUARTER HOURS CREDIT: 4.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Dental Health
II. Nutrition
III. Mental Health
IV. Communicable and Chronic Diseases
V. Growth and Development
VI. Environmental Health
VII. Chemicals - Medicine, Alcohol, Tobacco, Drugs
VIII. Study of Various Peoples in the World

SUGGESTED REFERENCES:

Books

Jarolimek, John. Social Studies in Elementary Education. Riverside, New Jersey: Macmillan Publishing Co., Inc., Current Edition.

Audiovisual Aids

Instructors are encouraged to develop transparencies, slides or other aids as appropriate for each topic.

Other Sources

North Carolina State Adopted Basic Textbooks. List of these textbooks available from Division of Textbooks, Controller's Office, Department of Public Education, Education Building, Raleigh, NC 27611.

John D. Ellington, Director, Division of Social Studies, North Carolina Department of Public Instruction, Raleigh, NC 27611.

Public Instruction Regional Education Center Consultants. (Refer to list of centers in general bibliography.)

EDU 149

ROLE OF TEACHER AIDE I

DESCRIPTION OF COURSE:

The student will be given the opportunity to explore and study the role of the teacher aide/assistant in the school system. Emphasis is placed on the history of aides/assistants in the school system, organization of the school and community and role of the aide/assistant in the total school system. Special emphasis will be given to the various responsibilities of the aide/assistant in the school and community. This course is the first of two courses exploring the role of the teacher aide.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Teacher Aides - History and Need For
II. School Organization
III. School and Community
IV. The Teacher Aide's Role in the School and Community

SUGGESTED REFERENCES:

Books

Brotherson, Mary L. and Mary A. Johnson. Teacher Aide Handbook: A Guide to New Careers in Education. Danville, Illinois: The Interstate Printers and Publishers, Inc., Current Edition.

Howe, Robert S. The Teacher Assistant. Dubuque, Illinois: William C. Brown Co., Pubs., Current Edition.

Shank, Paul and Wayne McElroy. Paraprofessionals or Teacher Aides. Midland, Michigan: Pendell Publishing Co., Current Edition.

Welty, Don A. and Dorothy R. Welty. The Teacher Aide in the Instructional Team. New York: McGraw-Hill Book Company, Current Edition.

Resource Books

Alberti, R. E. and M. L. Emmons. Stand Up, Speak Out, Talk Back. New York: Simon and Schuster, Current Edition.

Cohen, Dorothy H. and Virginia Stern. *Observing and Recording the Behavior of Young Children*. New York: Teachers College Press, Current Edition.

Gartner, Alan. *Paraprofessionals and Their Performance: A Survey of Education, Health and Social Service Programs*. New York: Irvington Pubs., Current Edition.

_______. *Paraprofessionals in Education: Paraprofessionals Today*. Volume I. New York: Human Science Press, Inc., Current Edition.

Harris, Thomas. *I'm OK - You're OK*. New York: Avon Books, Current Edition.

Hendrick, Joanne. *The Whole Child: New Trends in Early Education*. St. Louis, Missouri: C. V. Mosby Company, Current Edition.

Hess, Robert D. and Robert J. Croft. *Teachers of Young Children* and supplemental *Activities Handbook*. Boston: Houghton-Mifflin Company, Current Edition.

Hildebrand, Verna. *A Laboratory Workbook for Introduction to Early Childhood Education*. Riverside, New Jersey: Macmillan Publishing Co., Inc., Current Edition.

House, Ernest R. and Stephen D. Lappan. *Survival in the Classroom: Negotiating With Kids, Colleagues and Bosses*. Rockleigh, New Jersey: Allyn & Bacon, Inc., Current Edition.

Lefrancois, Guy R. *Psychology for Teaching: A Bear Usually Faces the Front*. Belmont, California: Wadsworth Publishing Co., Current Edition.

Lindberg, Lucile and Rita Swedlow. *Early Childhood Education: A Guide for Observation and Participation*. Boston: Allyn and Bacon, Inc., Current Edition.

Lorton, Mary B. *Workjobs: Activity-Centered Learning for Early Childhood Education*. Reading, Massachusetts: Addison-Wesley Publishing Co., Inc., Current Edition.

Martin, Beatrice D. *Teaching Young Children*. Albany, New York: Delmar Pubs., Current Edition.

Rowen, Betty. *The Children We See: An Observational Approach to Child Study*. New York: Holt, Rinehart and Winston , Inc., Current Edition.

Ryan, Kevin and James M. Cooper. *Those Who Can Teach*. Boston: Houghton-Mifflin Company, Current Edition.

Schmuck, Richard A. and Patricia Schmuck. *Group Processes in the Classroom*. Dubuque, Iowa: William C. Brown Pubs., Current Edition.

TAP, The Teacher Aide Program. Washington, D.C.: Washington School of Psychiatry, Current Edition.

Periodicals

American Education
American Journal
Change
Child Welfare
The Clearing House
The Elementary School Journal
Exceptional Children
Grade Teacher
Harvard Education Review
Journal of Home Economics
Journal of Teacher Education
National Elementary Principal
Nation's Schools
NEA Journal
NEA Research Bulletin
New Generation
Phi Delta Kappan
The Record
Review of Educational Research
School Management
Social Policy
Social Work
Today's Education
Trans-Action

Audiovisual Aids

"I am a Teacher Aide." Filmstrip, record and guide. Available from General Services Administration, Office of Administration, Finance Division, Accounts Receivable Branch, 3 B.C.B.C., Washington, DC 20407. (Approximate cost - $8)

Other Sources

North Carolina Public School Law

North Carolina State Adopted Textbooks. Division of Textbooks, Controller's Office, Department of Public Instruction, Raleigh, NC 27611.

Local Superintendents, Principals, Supervisors, Teachers and Teacher Aides.

EDU 150

ROLE OF TEACHER AIDE II

DESCRIPTION OF COURSE:

The student will be given the opportunity to explore and study the role of the teacher aide/assistant in the school system. Emphasis is placed on the responsibilities and ethics of the teacher aide/assistant. The student will examine the public school law, explore communication techniques and interpersonal relationships. This is the second of two courses exploring the role of the teacher aide.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: EDU 149, Role of Teacher Aide I or approval by instructor.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Utilization of Teacher Aide in the Classroom
II. Job Responsibilities of the Teacher Aide
III. Teacher, Student, Parent and Teacher Aide Responsibilities
IV. Ethical Behavior and Practice of Teacher Aide

SUGGESTED REFERENCES:

Books

Brotherson, Mary L. and Mary A. Johnson. Teacher Aide Handbook: A Guide to New Careers in Education. Danville, Illinois: The Interstate Printers and Publishers, Inc., Current Edition.

Howe, Robert S. The Teacher Assistant. Dubuque, Illinois: William C. Brown Co., Pubs., Current Edition.

Shank, Paul and Wayne McElroy. Paraprofessionals or Teacher Aides. Midland, Michigan: Pendell Publishing Co., Current Edition.

Welty, Don A. and Dorothy R. Welty. The Teacher Aide in the Instructional Team. New York: McGraw-Hill Book Company, Current Edition.

Resource Books

Alberti, R. E. and M. L. Emmons. Stand Up, Speak Out, Talk Back. New York: Simon and Schuster, Current Edition.

Cohen, Dorothy H. and Virginia Stern. *Observing and Recording the Behavior of Young Children*. New York: Teachers College Press, Current Edition.

Gartner, Alan. *Paraprofessionals and Their Performance: A Survey of Education, Health and Social Service Programs*. New York: Irvington Pubs., Current Edition.

________. *Paraprofessionals in Education: Paraprofessionals Today*. Volume I. New York: Human Science Press, Inc., Current Edition.

Harris, Thomas. *I'm OK - You're OK*. New York: Avon Books, Current Edition.

Hendrick, Joanne. *The Whole Child: New Trends in Early Education*. St. Louis, Missouri: C. V. Mosby Company, Current Edition.

Hess, Robert D. and Robert J. Croft. *Teachers of Young Children* and supplemental *Activities Handbook*. Boston: Houghton-Mifflin Company, Current Edition.

Hildebrand, Verna. *A Laboratory Workbook for Introduction to Early Childhood Education*. Riverside, New Jersey: Macmillan Publishing Co., Inc., Current Edition.

House, Ernest R. and Stephen D. Lappan. *Survival in the Classroom: Negotiating With Kids, Colleagues and Bosses*. Rockleigh, New Jersey: Allyn & Bacon, Inc., Current Edition.

Lefrancois, Guy R. *Psychology for Teaching: A Bear Usually Faces the Front*. Belmont, California: Wadsworth Publishing Co., Current Edition.

Lindberg, Lucile and Rita Swedlow. *Early Childhood Education: A Guide for Observation and Participation*. Boston: Allyn and Bacon, Inc., Current Edition.

Lorton, Mary B. *Workjobs: Activity-Centered Learning for Early Childhood Education*. Reading, Massachusetts: Addison-Wesley Publishing Co., Inc., Current Edition.

Martin, Beatrice D. *Teaching Young Children*. Albany, New York: Delmar Pubs., Current Edition.

Rowen, Betty. *The Children We See: An Observational Approach to Child Study*. New York: Holt, Rinehart and Winston , Inc., Current Edition.

Ryan, Kevin and James M. Cooper. *Those Who Can Teach*. Boston: Houghton-Mifflin Company, Current Edition.

Schmuck, Richard A. and Patricia Schmuck. *Group Processes in the Classroom*. Dubuque, Iowa: William C. Brown Pubs., Current Edition.

TAP, The Teacher Aide Program. Washington, D.C.: Washington School of Psychiatry, Current Edition.

Periodicals

American Education
American Journal
Change
Child Welfare
The Clearing House
The Elementary School Journal
Exceptional Children
Grade Teacher
Harvard Education Review
Journal of Home Economics
Journal of Teacher Education
National Elementary Principal
Nation's Schools
NEA Journal
NEA Research Bulletin
New Generation
Phi Delta Kappan
The Record
Review of Educational Research
School Management
Social Policy
Social Work
Today's Education
Trans-Action

Audiovisual Aids

"I am a Teacher Aide." Filmstrip, record and guide. Available from General Services Administration, Office of Administration, Finance Division, Accounts Receivable Branch, 3 B.C.B.C., Washington, DC 20407. (Approximate cost - $8)

Other Sources

North Carolina Public School Law

North Carolina State Adopted Textbooks. Division of Textbooks, Controller's Office, Department of Public Instruction, Raleigh, NC 27611.

Local Superintendents, Principals, Supervisors, Teachers and Teacher Aides.

EDU 203

EXCEPTIONAL CHILDREN

DESCRIPTION OF COURSE:

The student will be able to identify children with developmental variations requiring modification in activities. The student will be able to adapt instructional techniques and activities to fit the needs of the exceptional child. The student will be familiar with legislation affecting the handicapped/disadvantaged child and will demonstrate understanding of the screening, referral and placement process. Topics include: issues and problems, community resources, appropriate activities.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. History of Special Education
II. Identification and Assessment of the Exceptional Child
III. Children With High Mental Ability (Gifted)
IV. Mentally Retarded
V. Educable Mentally Retarded Child
VI. Trainable Mentally Retarded Child
VII. Severely/Profound Handicapped
VIII. Auditory Handicaps (Hearing Impaired)
IX. Speech and Language Disorders
X. Behavior Disorders (Emotionally-Disturbed)
XI. Learning Disabilities
XII. Visually Impaired
XIII. Special Health Problems
XIV. Multi-Handicapped
XV. Community Resources
XVI. Legislation Affecting Exceptional Children
XVII. Adopting Materials for Exceptional Children
XVIII. Screening, Referral, Evaluation and Placement

SUGGESTED REFERENCES:

Textbooks

Blumenfeld, Jane. Help Them Grow: A Pictorial Handbook for Parents of Handicapped Children. Nashville, Tennessee: Abingdon Press, Current Edition.

Gearheart, B. R. and Tony D. Vaugh. Education for the Exceptional Child: History, Present Practices and Trends. Scranton, Pennsylvania: Harper & Row Pubs., Inc., Current Edition.

Hammil, Donald D. and Nettie R. Bartel. Teaching Children With Learning and Behavior Problems. Rockleigh, New Jersey: Allyn & Bacon, Inc., Current Edition.

Haring, Norris G. (ed.). Behavior of Exceptional Children: An Introduction to Special Education. Columbus, Ohio: Charles E. Merrill Publishing Co., Current Edition.

Kirk, Samuel A. Educating Exceptional Children. Boston: Houghton-Mifflin Company, Current Edition.

Smith, Robert M. and John T. Neisworth. The Exceptional Child: A Functional Approach. New York: McGraw-Hill Book Co., Current Edition.

Van Osdol, William R. and Don G. Shane. Introduction to Exceptional Children. Dubuque, Iowa: William C. Brown Co., Pubs., Current Edition.

Resource Books

Bijou, Sidney and others. The Exceptional Child: Conditioned Learning and Teaching Ideas. Edison, New Jersey: Mss Information Corp., Arno Press, Current Edition.

Brutten, Milton and others. Something's Wrong With My Child: A Parents' Book About Children With Learning Disabilities. New York: Harcourt Brace Jovanovich, Inc., Current Edition.

Connor, James P. Classroom Activities for Helping Hyperactive Children. West Nyack, New York: Center for Applied Research in Education, Current Edition.

Cruickshank, William M. Learning Disabilities in Home, School and Community. New York: Syracuse University Press, Current Edition.

Cruickshank, William M. and G. Orville Johnson (eds.). Education of Exceptional Children and Youth. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

Dunn, Lloyd M. Exceptional Children in the School: Special Education in Transistion. New York: Holt, Rinehart and Winston, Inc., Current Edition.

Gardner, William I. Children with Learning and Behavior Problems: A Behavior Management Approach. Rockleigh, New Jersey: Allyn & Bacon, Inc., Current Edition.

Garrison, Karl C. and Dewey G. Force, Jr. The Psychology of Exceptional Children. New York: John Wiley & Sons, Inc., Current Edition.

Haring, Norris G. and R. L. Schiefelbusch. Methods in Special Education. New York: McGraw-Hill Book Co., Current Edition.

Hewett, Frank M. and Steven R. Forness. Education of Exceptional Learners. Rockleigh, New Jersey: Allyn & Bacon, Inc., Current Edition.

Hyatt, Ralph and Norma Rolnick (eds.). Teaching the Mentally Handicapped Child. New York: Human Sciences Press, Inc., Current Edition.

Jones, Reginald L. Problems and Issues in the Education of Exceptional Children. Boston: Houghton Mifflin Co., Current Edition.

Kirk, Samuel A. and G. O. Johnson. Educating the Retarded Child. Boston: Houghton Mifflin Co., Current Edition.

Kirk, Samuel A. and Winifred D. Kirk. Psycholinguistic Learning Disabilities: Diagnosis and Remediation. Urbana, Illinois: University of Illinois Press, Current Edition.

Kozloff, M. Educating Children with Learning and Behavior Problems. New York: John Wiley & Sons, Inc., Current Edition.

Long, Nichalos J. and others. Conflict in the Classroom: The Education of Children with Problems. Belmont, California: Wadsworth Publishing Co., Inc., Current Edition.

Mann and Suiter. Handbook in Diagnoistic Teaching: A Learning Disabilities Approach. Rockleigh, New Jersey: Allyn & Bacon, Inc., Current Edition. (Surname unknown)

Myers, Patricia L. and Donald D. Hammill. Methods for Learning Disorders. New York: John Wiley & Sons, Inc., Current Edition.

Mykleburst, Helmer R. and Doris Johnson (eds.). Learning Disabilities: Educational Principles and Practices. New York: Grune & Stratton, Current Edition.

Reger, Roger. Preschool Programming of Children with Disabilities. Springfield, Illinois: Charles C. Thomas Pub., Current Edition.

Roberts, Brian and Barbara Furneaux (eds.). Autistic Children: Teaching Community and Research Approaches. Boston: Routledge & Kegan Paul Ltd., Current Edition.

Telford, Charles W. and James Sawrey. The Exceptional Individual. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

Woody, Robert H. Behavior Problem Children in the Schools: Recognition, Diagnosis and Behavior Modification. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

Periodicals

Childhood Education, Association of Childhood Education, 3615 Wisconsin Avenue, NW, Washington, DC 20016.

Elementary School Journal, University of Chicago Press, 5750 Ellis Avenue, Chicago, IL 60637.

Audiovisual Aids

Instructors are encouraged to prepare their own or request current catalogues from distributors.

Other Sources

Parents and Professionals for Handicapped Children, P. O. Box 2604,
Chapel Hill, NC 27514.

The Carolina Institute for Research on Early Education for the Handicapped,
Communications Office, Frank Porter Graham Child Development Center,
Highway 54, Bypass West, Chapel Hill, NC 27514.

ERIC Clearinghouse - Test, Measurement and Evaluation, Educational Testing
Service, Princeton, NJ 08540.

ERIC Clearinghouse - Early Childhood Education, University of Illinois,
805 West Pennsylvania Avenue, Urban, IL 61801.

ERIC Clearinghouse on Reading and Communications Skills, National Council
of Teachers of English, 1111 Kenyon Road, Urban, IL 61801.

State

Director, Division for Exceptional Children, North Carolina Department
of Public Instruction, Education Building, Raleigh, NC 27611.

Exceptional Children, Regional Education Centers
  Northeast, P. O. Box 1028, Williamston, NC 27892
  Southeast, 612 College Street, Jacksonville, NC 28540.
  Central, P. O. Box 549, Knightdale, NC 27545.
  South Central, P. O. Box 786, Carthage, NC 28327.
  North Central, 3012 East Bessemer Avenue, Greensboro, NC 27405.
  Southwest, 619 Wall Street, Albemarle, NC 28001.
  Northwest, 303 E Street, North Wilkesboro, NC 28659.
  Western, Patton School, 102 Old Clyde Road, Canton, NC 28716.

EDU 204

PARENT EDUCATION

DESCRIPTION OF COURSE:

The student will study means and methods for involving the parent(s) in the school or preschool center. Emphasis will be placed on the importance of parent involvement in the school or preschool system, and purposes and value of home visitation. Special emphasis will be placed on the development of programs for parent involvement, including techniques to use for the overall development of the child.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

PREREQUSITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Philosophy and Goals of Parent Education
II. Basic Principles of Parent Education
III. Importance of Valuing - Human and Parent Values
IV. Parent Education Models

SUGGESTED REFERENCES:

Books

Becker, Wesley C. Parents are Teachers: A Child Management Program. Champaign, Illinois: Research Press Co., Current Edition.

Dodson, Fitzhugh. How to Parent. Los Angeles: Nash Publishing Co., Current Edition.

Ellis, Albert. How to Raise an Emotionally Healthy, Happy Child. Hollywood, California: Wilshire Book Co., Current Edition.

Faber, Adell and Elaine Mazlish. Liberated Parents - Liberated Children. New York: Avon Books, Current Edition.

Ginott, Haim G. Between Parent and Child. Riverside, New Jersey: Macmillan Publishing Co., Inc., Current Edition (hard copy) or New York: Avon Books, Current Edition (paperbound).

_______. Between Parent and Teenager. New York: Avon Books, Current Edition (paperbound) or New York: Macmillan Co., Current Edition (hard copy).

Gordon, Thomas. Parent Effectiveness Training: The Tested New Way to Raise Responsible Children. New York: David McKay Co., Inc., Current Edition.

Krumboltz, John D. and Helen B. Krumboltz. Changing Children's Behavior. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

LeMasters, E. E. Parents in Modern America. Homewood, Illinois: Dorsey Press, Current Edition.

Martin, Beatrice D. Teaching Young Children. Albany, New York: Delmar Pubs., Current Edition.

Patterson, Gerald R. Families: Applications of Social Learning to Family Life. Champaign, Illinois: Research Press Co., Current Edition.

_______. Living with Children: New Methods for Parents and Teachers. Champaign, Illinois: Research Press Co., Current Edition.

Rinn, Roger C. and Allan Marble. Positive Parenting. Cambridge, Massachusetts: Reserach Media, Inc., Current Edition.

Periodicals

Parents' Magazine, Parents Magazine Enterperises, Inc., 52 Vanderbilt Avenue, New York, NY 10017.

Audiovisual Aids

Instructors are encouraged to produce transparencies and slides as appropriate for each topic. Films and filmstrips to supplement topics should be available from various media companies.

Other Sources

Utilize professional parent associations and organizations to obtain guest speakers, lecturers and materials.

Local public school home economics department should be able to provide assistance.

EDU 230

PRINCIPLES AND PRACTICES OF EARLY CHILDHOOD EDUCATION

DESCRIPTION OF COURSE:

The student will become familiar with the principles and practices used in early childhood education - both preschool and elementary school. The student will be aware of the types of experiences and facilities which will promote optional development of each child. Guidelines for identifying, planning, organizing and implementing appropriate programs and facilities are derived through group discussions and individual projects. Field experience provides opportunities to observe children and programs in different preschool and school facilities.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 2.

QUARTER HOURS CREDIT: 4.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Growth and Development of the Young Child and the Relationship of Persons and Educational Programs in Each Stage
II. Purpose of preschool and school programs
III. The Learning Environment
IV. Curriculum Materials
V. Techniques in Teaching Young Children
VI. Teaching/Learning Relationships
VII. Parents and Preschool/School Education

SUGGESTED REFERENCES:

Books

Brotherson, Mary L. and Mary A. Johnson. Teacher Aide Handbook: A Guide to New Careers in Education. Danville, Illinois: The Interstate Printers and Publishers, Inc., Current Edition.

Howe, Robert S. The Teacher Assistant. Dubuque, Illinois: William C. Brown Co., Pubs., Current Edition.

Shank, Paul and Wayne McElroy. Paraprofessionals or Teacher Aides. Midland, Michigan: Pendell Publishing Co., Current Edition.

Welty, Don A. and Dorothy R. Welty. The Teacher Aide in the Instructional Team. New York: McGraw-Hill Book Company, Current Edition.

Resource Books

Alberti, R. E. and M. L. Emmons. Stand Up, Speak Out, Talk Back. New York: Simon and Schuster, Current Edition.

Cohen, Dorothy H. and Virginia Stern. Observing and Recording the Behavior of Young Children. New York: Teachers College Press, Current Edition.

Gartner, Alan. Paraprofessionals and Their Performance: A Survey of Education, Health and Social Service Programs. New York: Irvington Pubs., Current Edition.

________. Paraprofessionals in Education: Paraprofessionals Today. Volume I. New York: Human Science Press, Inc., Current Edition.

Harris, Thomas. I'm OK - You're OK. New York: Avon Books, Current Edition.

Hendrick, Joanne. The Whole Child: New Trends in Early Education. St. Louis, Missouri: C. V. Mosby Company, Current Edition.

Hess, Robert D. and Robert J. Croft. Teachers of Young Children and supplemental Activites Handbook. Boston: Houghton-Mifflin Company, Current Edition.

Hildebrand, Verna. A Laboratory Workbook for Introduction to Early Childhood Education. Riverside, New Jersey: Macmillan Publishing Co., Inc., Current Edition.

House, Ernest R. and Stephen D. Lappan. Survival in the Classroom: Negotiating with Kids, Colleagues and Bosses. Rockleigh, New Jersey: Allyn & Bacon, Inc., Current Edition.

Lefrancois, Guy R. Psychology for Teaching: A Bear Usually Faces the Front. Belmont, California: Wadsworth Publishing Co., Current Edition.

Lindberg, Lucile and Rita Swedlow. Early Childhood Education: A Guide for Observation and Participation. Boston: Allyn and Bacon, Inc., Current Edition.

Lorton, Mary B. Workjobs: Activity-Centered Learning for Early Childhood Education. Reading, Massachusetts: Addison-Wesley Publishing Co., Inc., Current Edition.

Martin, Beatrice D. Teaching Young Children. Albany, New YorK: Delmar Pubs., Current Edition.

Rowen, Betty. *The Children We See: An Observational Approach to Child Study*. New York: Holt, Rinehart and Winston, Inc., Current Edition.

Ryan, Kevin and James M. Cooper. *Those Who Can Teach*. Boston: Houghton-Mifflin Company, Current Edition.

Schmuck, Richard A. and Patricia Schmuck. *Group Processes in the Classroom*. Dubuque, Iowa: William C. Brown Pubs., Current Edition.

TAP, The Teacher Aide Program. Washington, D.C.: Washington School of Psychiatry, Current Edition.

Periodicals

American Education
American Journal
Change
Child Welfare
The Clearing House
The Elementary School Journal
Exceptional Children
Grade Teacher
Harvard Education Review
Journal of Home Economics
Journal of Teacher Education
National Elementary Principal
Nation's Schools
NEA Journal
NEA Research Bulletin
New Generation
Phi Delta Kappan
The Record
Review of Educational Research
School Management
Social Policy
Social Work
Today's Education
Trans-Action

Audiovisual Aids

"I am a Teacher Aide." Filmstrip, record and guide. Available from General Services Administration, Office of Administration, Finance Division, Accounts Receivable Branch, 3 B.C.B.C., Washington, DC 20407. (Approximate cost - $8)

Other Sources

North Carolina Public School Law

North Carolina State Adopted Textbooks. Division of Textbooks, Controller's Office, Department of Public Instruction, Raleigh, NC 27611.

Local superintendents, principals, supervisors, teachers and teacher aides.

EDU 231

CREATIVE ACTIVITIES

DESCRIPTION OF COURSE:

The student will explore activities and media that can be used for promoting self-expression, aesthetic appreciation and creativity in young children. Topics include: techniques for presenting creative activities and media, learning to use art media, musical instruments, drama and books and storytelling for creativity and using supply catalogues.

COURSE HOURS PER WEEK: Class, 2; Laboratory, 2.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Creativity Defined and Explained

II. Research in the Area of Creativity

III. Discussion, Purposes and Hands-on-Experience in:

- A. Art
- B. Music
- C. Language Arts
- D. Blockbuilding
- E. Drama
- F. Science
- G. Woodworking
- H. Other Activities

SUGGESTED REFERENCES:

Books

Gelineau, R. Phyllis. Experience in Music. New York: McGraw-Hill Book Co., Current Edition.

Hess, Robert D. and Robert J. Croft. An Activities Handbook for Teachers of Young Children. Boston: Houghton-Mifflin Company, Current Edition. (Handbook for teachers of young children.)

Mayesky, Mary and others. Creative Activities for Young Children. Albany, New York: Delmar Pubs., Current Edition. (Preschool children)

Pilo, Naomi F. Art Experiences for Young Children. Volume 5. New York: Macmillan Publishing Co., Inc., Current Edition. (Threshold Early Learning Series.)

Stecher, Mirian B. and others. *Music and Movement Improvisations*. Volume 4. Riverside, New Jersey: Macmillan Publishing Co., Inc., Current Edition. (Threshold Early Learning Library Series.)

Wankelman, Willard F. and Philip Wigg. *A Handbook of Arts and Crafts for Elementary and Junior High School*. Dubuque, Iowa: William C. Brown Co., Pubs., Current Edition.

Resource Book

Winslow, Robert W. and Leon Dallin. *Music Skills for Classroom Teachers*. Dubuque, Iowa: William C. Brown Co., Pubs., Current Edition.

Periodicals

The Elementary School Journal, University of Chicago Press, 5801 Ellis Avenue, Chicago, IL 60637.

The Kid's Stuff Kaleidoscope, Incentive Publications, Inc., P. O. Box 120189, Nashville, TN 37212.

Learning: The Magazine for Creative Teaching, Subscription Department, 1255 Portland Place, Boulder, CO 80321.

Media and Methods, P. O. Box 13894, Philadelphia, PA 19101.

Audiovisual Aids

Instructors are encouraged to obtain appropriate equipment and to make transparencies and slides as appropriate for each topic.

Other Sources

North Carolina State Adopted Basic Textbooks. List of these textbooks available from Division of Textbooks, Controller's Office, Department of Public Instruction, Education Building, Raleigh, NC 27611.

James R. Hall, Director, Division of Cultural Arts, North Carolina Department of Public Instruction, Raleigh, NC 27611.

Public Instruction Regional Education Center Consultants. (Refer to list of centers in general bibliography.)

EDU 232

PHYSICAL ACTIVITIES

DESCRIPTION OF COURSE:

The student will explore activities and materials for promoting the physical development of young children. Special emphasis will be on body movements, exercise and dance. Various instructional techniques to use in music, drama and physical education will also be emphasized.

COURSE HOURS PER WEEK: Class, 2; Laboratory, 2.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Objectives of Physical Activities for Children
II. Basic Movement Skills (Locomotive, Nonlocomotive, Manipulative)
III. Communication Through Movement Patterns
IV. Strength and Endurance
V. Flexibility
VI. Relaxation
VII. Story Plays and Mimetics - Drama
VIII. Games - Indoor and Outdoor
IX. Rhythms, Dance and Singing Games - Music
X. Apparatus Activities (Gymnastics)

SUGGESTED REFERENCES:

Books

Arnheim, Daniel D. and Robert A. Pestolesi. Elementary Physical Education: A Developmental Approach. St. Louis, Missouri: C. V. Mosby Company, Current Edition.

Fait, Hollis F. Experiences in Movement: Physical Education for the Elementary School Child. Philadelphia: W. B. Saunders Company, Current Edition.

Kirchner, Glenn. Physical Education for Elementary School Children. Dubuque, Iowa: W. C. Brown Company, Current Edition.

Resource Books

Dauer, Victor P. Essential Movement Experiences for Preschool and Primary Children. Minneapolis, Minnesota: Burgess Publishing Company, Current Edition.

Gilliom, Bonnie. Basic Movement Education for Children: Rationale and Teaching Units. Reading, Massachusetts: Addison-Wesley Publishing Company, Current Edition.

Kaufmann, Corinne K. Creative Rhythmic Movement for Children. Dobbs Ferry, New York: Plantagenet Press, Current Edition.

Latchaw, Marjorie. Pocket Guide of Movement Activities for the Elementary School. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

Audiovisual Aids

Instructors are encouraged to use appropriate equipment and supplies for each activity and to develop transparencies and slides as appropriate for each topic.

Other Sources

North Carolina State Adopted Basic Textbooks. List of these textbooks available from Division of Textbooks, Controller's Office, Department of Public Education, Education Building, Raleigh, NC 27611.

Norman E. Leafe, Director, Division of Health, Safety and Physical Education, North Carolina Department of Public Instruction, Raleigh, NC 27611.

Public Instruction Regional Education Centers. (Refer to list of centers in general bibliography.)

EDU 233

FOOD AND NUTRITION FOR CHILDREN

DESCRIPTION OF COURSE:

The student will be able to recognize the food needs of young children and understand the importance of proper nutrition. Emphasis will be on basic nutrition and methods for helping young children and their families learn nutrition concepts for more healthful living.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Basic Influence of Food Habits
II. Determination of the Nutritional Status of an Individual
III. Importance of Nutrition
IV. Supply of Energy Necessary for Body Needs
V. Purpose of Nutrients in the Body
VI. Main Categories of Nutrients: Carbohydrates, Fats, Protein, Minerals, Vitamins, Water
VII. Meal Planning and Nutrition (Application of proper nutrition)

SUGGESTED REFERENCES:

Books

McWilliams, Margaret. Nutrition for the Growing Years. New York: John Wiley & Sons, Inc., Current Edition.

Martin, Ethel Austin. Nutrition in Action. New York: Holt, Rinehart & Winston, Inc., Current Edition.

Stare, Frederick J. and Margaret McWilliams. Living Nutrition. New York: John Wiley & Sons, Inc., Current Edition.

Periodicals

Brody, Jane E. "Eating to Live Longer: A Handy Woman's Day Guide to Good Nutrition," Woman's Day. November 20, 1978, pp. 113-116.

Nutrition Program News. Washington, D.C.: U. S. Department of Agriculture.

Other Sources

Bell, Paul E. and Helen A. Guthrie. *Nutrition Education in A Changing World*. University Park, Pennsylvania: The Penn State University Press, Current Edition. (Curriculum Guide)

Cooking With Children Series - Includes slide-tape program. For information write to Dr. Thelma Harms, Frank Porter Graham Child Development Center. The University of North Carolina at Chapel Hill.

Curriculum Guide for Health Education: Nutrition. Available from March of Dimes Chapter.

Dairy Council Digest: An Interpretive Review of Recent Nutrition Research. National Dairy Council, 6300 North River Road, Rosemont, IL 60018.

Nutrition Education, K-12, Teacher References: Concepts, Theories and Guides. Nutrition Education Resource Series No. 3. National Nutrition Education Clearing House, Society for Nutrition Education, 2140 Shattuck Avenue, Suite 1110, Berkeley, CA 94704.

Rodgers, Frederick A. and Katherine Larson. *Let's Do Some Cooking*. Champaign, Illinois: Continuing Education Publication Co., Current Edition.

Sources of Free and Inexpensive Instructional Materials From Professional and Other Health Associations, Trade Associations, Food Industry and Related Firms. U. S. Department of Agriculture, Food and Nutrition Services, U. S. Department of Agriculture, Washington, D. C.

State Curriculum Guides for Nutrition Education and Health Education. U. S. Department of Agriculture, Food and Nutrition Service, Washington, D. C.

EDU 234

AUDIOVISUAL AND INSTRUCTIONAL EQUIPMENT AND MATERIALS

DESCRIPTION OF COURSE:

The student will be able to select, use and evaluate the use of audiovisual and instructional equipment and materials. Experiences in the operation and proper care of equipment and materials will be provided. The preparation of inexpensive, teacher-student made audiovisual and instructional materials will also be emphasized. Audiovisual and instructional material examples from all subject fields and from preschool and elementary levels of instruction will be used.

COURSE HOURS PER WEEK: Class, 2; Laboratory, 2.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Equipment and Operation of Equipment
II. Creating Instructional Materials
III. Selecting and Using Ready-Made Materials

SUGGESTED REFERENCES:

Brown, James W. and Richard B. Lewis. Audio-Visual Instruction: Technology, Media and Methods. New York: McGraw-Hill Book Company, Current Edition.

Eboch, Sidney Cochern. Operating Audio-Visual Equipment. New York: Harper & Row Pubs., Inc., Current Edition.

Roberts, Roy W. Vocational and Practical Arts Education: History, Development and Principles. New York: Harper & Row Pubs., Inc., Current Edition.

Wittich, Walter A. and Charles F. Schuller. Instructional Technology: Its Nature and Use. New York: Harper & Row Pubs., Inc., Current Edition.

Wyman, Raymond. Mediaware: Selection, Operation and Maintenance. Dubuque, Iowa: William C. Brown Co., Pubs., Current Edition.

Periodicals

Audiovisual Instruction. AECT Publication Sales, 1126-16 Street, NW, Washington, DC 20036.

Rafael, Berta and S. L. Marinoff. "Using Videotape for Teacher Training," Young Children, XXVIII (April, 1973), 216-19.

Audiovisual Aids

16mm Films: McGraw-Hill Book Company
"Creating Instructional Materials"
"Dry Mount Your Teaching Pictures"
"How to Use a Classroom Film"

Teaching Aids Laboratory, Ohio State University
"How to Make A Diorama"

Refer to audiovisual and multi-media catalogues for additional materials. Instructors should develop their own aids and/or obtain assistance from audiovisual or library resources personnel within the institution.

Other Sources

"Suggestions for the Use of Classroom Sound Motion Pictures and Filmstrips." Visual Education Series, Cleveland Public Schools, Cleveland, Ohio.

Prepare own manual or use manufacturers manual on the care and use of each piece of audiovisual equipment.

ENG 217

CHILDREN'S LITERATURE

DESCRIPTION OF COURSE:

The student will study children's literature including the history and the various types of literature appropriate for young children. Evaluation of modern writers, illustrators and books will be emphasized.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Principles of Book Selection
II. Caldecott and Newberry Awards
III. Historical Trends in Children's Literature
IV. Picture Books
V. Mother Goose
VI. Ballads
VII. Folk Tales
VIII. Fables
IX. Myths
X. Epic and Hero Tales
XI. Modern Fantasy
XII. Poetry for Children
XIII. Modern Fiction
XIV. Historical Fiction
XV. Biography
XVI. Informational Books
XVII. Storytelling and Reading Aloud
XVIII. Dramatic Play for Young Children

SUGGESTED REFERENCES:

Books

Arbuthnot, May and Zena Sutherland. Children and Books. Glenview, Illinois: Scott, Foresman and Co., Current Edition.

Burrows, Alvina T. and others. New Horizons in the Language Arts. Scranton, Pennsylvania: Harper & Row Pubs., Inc., Current Edition.

Corcoran, Gertrude B. Language Arts in the Elementary School: A Modern Linguistic Approach. New York: Ronald Press Co., Current Edition.

Dallman, Martha. Teaching the Language Arts in the Elementary School. Dubuque, Iowa: William C. Brown Co., Current Edition.

DeStefano, Johanna S. and Sharon E. Fox. Language and Language Arts. Boston: Little Brown, Current Edition.

Hull, Marion A. Phonics for the Teacher of Reading. Columbus, Ohio: Charles E. Merrill Publishing Co., Current Edition.

Kean, John M. and Carl R. Personke. Language Arts: Teaching and Learning in the Elementary Schools. New York: St. Martin's Press, Inc., Current Edition.

Machado, Jeanne. Early Childhood Experiences in Language Arts. Albany, New York: Delmar Pubs., Current Edition.

Mackintosh, Helen K. (ed.) Language Arts for Today's Children. New York: Irvington Pubs., Current Edition.

Miller, W. H. The First R: Elementary Reading Today. New York: Holt, Rinehart and Winston, Inc., Current Edition.

Orost, Jean H. and others. Language Skills and Social Concepts. Volume 3, Threshold Early Learning Library Series. Riverside, New Jersey: Macmillan Publishing Co., Inc., Current Edition.

Petty, Walter T. and others. Experience in Language: Tools and Techniques for Language Arts Methods. Rockleigh, New Jersey: Allyn & Bacon, Inc., Current Edition.

Wann, Kenneth D. and others. Fostering Intellectual Development in Young Children. New York: Teachers College Press, Columbia University, Current Edition.

Resource Books

Allen, Roach Van and Claryce Allen. Language Experiences in Reading: Teachers Resource Books. Chicago: Encyclopedia Britannica Press, Current Edition.

Bolinger, Dwight H. Aspects of Language. New York: Harcourt, Brace and World, Current Edition.

Books for Children. Chicago: American Library Association, Current Edition.

Braun, Carl (ed.) Language, Reading and the Communication Process. Newark, Delaware: International Reading Association, Current Edition.

Brengelman, Frederick H. The English Language: An Introduction for Teachers. Englewood Cliffs, New Jersey: Prentice-Hall, Current Edition.

Hall, Marianne. Teaching Reading as A Language Experience. Columbus, Ohio: Charles E. Merrill, Current Edition.

Hodges, R. E. and E. Hugh Rudorf. Language and Learning to Read: What Teachers Should Know About Language. Boston: Houghton-Mifflin Co., Current Edition.

Huck, Charlotte S. and Doris Young Kuhn. Children's Literature in the Elementary School. New York: Holt, Rinehart and Winston, Inc., Current Edition.

Moffett, James and Betty J. Wagner. Student-Centered Language Arts and Reading K-13: A Handbook for Teachers. Boston: Houghton Mifflin Co., Current Edition.

Platts, Mary E. and Judy A. Wowig. Spice-Language Arts. Stevensville, Michigan: Educational Services, Current Edition.

Ruddel, Robert B. Reading-Language Instruction: Innovative Practice. Englewood Cliffs, New Jersey: Prentice-Hall, Current Edition.

Sebesta, Sam L. and William Iverson. Literature for Thursday's Child. Palo Alto, California: Science Research Associates, Current Edition.

Stauffer, Russell G. Directing the Reading-Thinking Process. New York: Harper & Row, Current Edition.

_______. The Language Experience Approach to the Teaching of Reading. New York: Harper & Row, Current Edition.

Sutherland, Zena. The Best in Children's Books. Chicago: The University of Chicago Press, Current Edition.

Periodicals

Booklist (multimedia). American Library Association, 50 East Huron Street, Chicago, IL 60611.

Elementary English. National Council of Teachers of English, 508 South Sixth Street, Champaign, IL 61820.

Elementary School Journal. University of Chicago Press, 5835 Kimbark Avenue, Chicago, IL 60637.

Horn Book Magazine. Horn Book, Inc., 585 Boylston Street, Boston, MA 02116.

Instructor. Instructor Publications, Inc., P. O. Box 6099, Duluth, MN 55806.

Language Arts (Elementary English). National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801.

Previews (Audiovisual). R. R. Bowker Co., 1180 Avenue of the Americas, New York, NY 10036

School Library Journal. R. R. Bowker Co., 1180 Avenue of the Americas, New York, NY 10036.

Audiovisual Aids

Instructors are encourage to produce transparencies and slides as appropriate for each topic.

Other Sources

North Carolina State Adopted Basic Textbooks. List of these textbooks available from Division of Textbooks, Controller's Office, Department of Public Education, Education Building, Raleigh, NC 27611.

Mary H. Purnell or James Jenkins, Directors, Division of Reading, North Carolina Department of Public Instruction, Raleigh, NC 27611.

Dr. Denny T. Wolfe, Jr., Director, Division of Languages, North Carolina Department of Public Instruction, Raleigh, NC 27611.

Public Instruction Regional Education Center Consultants. (Refer to list of centers in general bibliography.)

Gaver, Mary V. (ed.). The Elementary School Library Collection: A Guide to Books and Other Media. Phases 1-3. Williamsport, Pennsylvania: Bro-Dart Foundation, Current Edition.

Greene, Ellin and Madalynne Schoenfeld (eds.). A Multimedia Approach to Children's Literature: A Selective List of Films, Filmstrips and Recordings Based on Children's Books. Chicago: American Library Association, Current Edition.

Hodges, Elizabeth D. (comp. and ed.). Books for Elementary School Libraries: An Initial Collection. Chicago: American Library Association, Current Edition.

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Indexes and Resource Materials. The following items available from National Information Center for educational media, University of Southern California, Los Angeles, CA 90007.

- Index to Ecology
- Index to Black History and Studies
- Children's Books in Print
- Subject Guide to Books in Print
- Index to 16 mm Educational Films
- Index to 35 mm filmstrips
- Index to Educational Audio Tapes
- Index to Educational Video Tapes
- Index to Educational Records
- Index to 8 mm Cartridges

Children's Catalog. Bronx, New York: H. W. Wilson, Current Edition.

RED 102

METHODS, MATERIALS AND TECHNIQUES OF TEACHING READING I

DESCRIPTION OF COURSE:

The student will be given an overview of the major approaches to the teaching of children/adults to read. A major emphasis will be the study and utilization of materials actually found in the laboratory setting. Additional stress will be placed upon the acquisition of the vocabulary specific to reading education and to the piloting of reading lessons with small groups of school children.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 4.

QUARTER HOURS CREDIT: 5.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Major Approaches in Teaching Reading (Overview)
II. Techniques for Studying Major Reading Approaches
III. Study and Use of Reading Materials

SUGGESTED REFERENCES:

(Refer to pages 2-6.)

1. *Textbooks*

Burns, Paul and Betty Roe. *Teaching Reading in Today's Elementary School*. Chicago: Rand McNally College Publishing, Current Edition.

Cushenberry, D. *Reading Improvement in the Elementary School*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

Dallmann, Martha and others. *The Teaching of Reading.* New York: Holt, Rinehart and Winston, Inc., Current Edition.

Dechant, Emerald V. *Improving the Teaching of Reading*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

Durkin, Dolores. *Teaching Young Children to Read*. Boston: Allyn and Bacon, Inc., Current Edition.

Fry, Edward. *Reading Instruction for Classroom and Clinic*. New York: McGraw-Hill Book Co., Current Edition.

Gray, Lillian. *Teaching Children to Read*. New York: The Ronald Press Company, Current Edition.

Harris, Larry A. and Carl B. Smith. *Reading Instruction: Diagnostic Teaching in the Classroom*. New York: Holt, Rinehart and Winston, Current Edition.

Heilman, Arthur W. *Principles and Practices of Teaching Reading*. Columbus, Ohio: Charles E. Merrill Publishing Company, Current Edition.

Karlin, Robert. *Teaching Elementary Reading: Principles and Strategies*. New York: Harcourt Brace Jovanovich, Inc., Current Edition.

Reeves, Ruth. *The Teaching of Reading in Our Schools*. New York: The Macmillan Company, Current Edition.

Spache, George D. *The Teaching of Reading*. *Methods and Results: An Overview*. Bloomington, Indiana: Phi Delta Kappa, Inc., Current Edition.

Spache, George D. and Evelyn B. Spache. *Reading in the Elementary School*. Boston: Allyn and Bacon, Inc., Current Edition.

Veatch, Jeanette. *Reading in the Elementary School*. New York: Ronald Press Co., Current Edition.

Witty, Paul A. and others. *The Teaching of Reading: A Developmental Process*. Boston: D. C. Heath and Company, Current Edition.

2. Resource Books

Davis, Bonnie M. (Compiled by). A Guide to Information Sources for Reading. Newark, Delaware: International Reading Association, Current Edition.

Dorsey, Mary E. Reading Games and Activities: A Handbook for Learning Experiences. Belmont, California: Fearon Pubs., Inc., Division of Pitman Publishing Corporation, Current Edition.

Durr, William K. Reading Instruction: Dimensions and Issues. Boston: Houghton Mifflin Co., Current Edition.

Fearn, Leif. Reading and the Denied Learner: An Annotated Bibliography. Newark, Delaware: International Reading Association, Current Edition.

Forgan, Harry W. The Reading Corner: Ideas, Games and Activities for Individualizing Reading. Santa Monica, California: Goodyear Publishing Company, Inc., Current Edition.

Griese, Arnold A. Do You Read Me? Practical Approaches to Technical Reading Comprehension. Santa Monica, California: Goodyear Publishing Company, Inc., Current Edition.

Klein, Howard A. (ed.). The Quest for Competency in Teaching Reading. Newark, Delaware: International Reading Association, Current Edition.

Kohl, Herbert: Reading, How To. New York: Bantam Books Inc., Current Edition.

Lavatelli, Celia Stendler and others. Elementary School Curriculum. New York: Holt, Rinehart and Winston, Inc., Current Edition.

Mackintosh, Helen K. (ed.). Current Approaches to Teaching Reading. Elementary Instruction Service Leaflet. Washington, DC: National Education Association, Current Edition.

Parrish, Wayland M. Reading Aloud. New York: Ronald Press Co., Current Edition.

Pope, Lillie. Guideline to Teaching Remedial Reading. Brooklyn, New York: Book-Laboratory, Current Edition.

Reading Purposes: Comprehension and the Use of Context. New York: Harper & Row Pubs., Inc., Current Edition.

Russell, David and others. Reading Aids Through the Grades: A Guide to Materials and 400 Activities for Individualizing Reading Instruction. New York: Teachers College Press, Columbia University, Current Edition.

Sartain, Harry W. and Paul E. Stanton (eds.). *Modular Preparation for Teaching Reading: A Professional Program for Preservice and Continuing Education*. Newark, Delaware: International Reading Association, Current Edition.

Schickedanz, Judith A. and others. *Strategies for Teaching Young Children*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

Singer, Harry and Robert B. Ruddell (eds.). *Theoretical Models and Processes of Reading*. Newark, Delaware: International Reading Association, Current Edition.

Smith, James A. *Creative Teaching of Reading and Literature in the Elementary School*. Boston: Allyn and Bacon, Inc., Current Edition.

Smith, Nila Banton. *Reading Instruction for Today's Children*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

Spache, Evelyn B. *Reading Activities for Child Involvement*. Boston: Allyn and Bacon, Inc., Current Edition.

Wilson, Robert M. and Maryanne Hall. *Reading and The Elementary School Child*. New York: Van Nostrand Reinhold Co., Division of Litton Educational Publishing, Inc., Current Edition.

3. Periodicals

Childhood Education, Association of Childhood Education, 3615 Wisconsin Avenue, NW, Washington, DC, 20016.

Elementary English, National Council of Teachers of English, 508 South Sixth Street, Champaign, IL, 61820.

Elementary School Journal, University of Chicago Press, 5750 Ellis Avenue, Chicago, IL, 60637.

The Horn Book Magazine, Horn Book Incorporated, 585 Boylston Street, Boston, MA, 02116.

Journal of Reading, International Reading Association, 800 Barksdale Road, Newark, DE, 19711. (Available to members.)

The Reading Newsreport, P. O. Box 63, Wethersfield, CT, 06109.

Reading Research Quarterly, International Reading Association, Newark, DE, 19711.

The Reading Teacher, International Reading Association, Newark, DE, 19711.

Teaching Reading, Croft-NEI Publications, 24 Rope Ferry Road, Waterford, CT, 06386.

4. Audiovisual Aids

Instructors are encouraged to prepare their own or to obtain from list included in the manual.

5. Other Sources

Associations

International Reading Association, 800 Barksdale Road, Newark, DE, 19711.

National Reading Council, 1776 Massachusets Avenue, Washington, DC, 20036.

Reading Reform Foundation, 5720 Williamson Road, Roanoke, VA, 24012.

National Reading Conference, Appalachian State University, Boone, NC, 28607.

Association for Children with Learning Disabilities, 5225 Grace Street, Pittsburgh, PA, 15236.

ERIC

ERIC Clearinghouse--Test, Measurement and Evaluation, Educational Testing Service, Princeton, NJ, 08540.

ERIC Clearinghouse--Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urban, IL, 61801.

ERIC Clearinghouse on Reading and Communications Skills, National Council of Teachers of English, 1111 Kenyon Road, Urban, IL, 61801.

State

Mary H. Purnell, Director, Division of Reading, North Carolina Department of Public Instruction, Education Building, Raleigh NC, 27611, (919) 733-2466.

Reading Coordinator, Regional Education Centers
  Southeast, 612 College Street, Jacksonville, NC, 28540, (919) 455-4093.
  Southwest, 619 Wall Street, Albemarle, NC, 28001, (704) 983-2126.
  Northeast, P. O. Box 1028, Williamston, NC, 27892, (919) 792-5166.
  Northwest, P. O. Box 1308, North Wilkesboro, NC, 28659, (919) 667-2191.
  Western, Patton School, 102 Old Clyde Road, Canton, NC, 28716 (704) 648-6960.

North Carolina State Adopted Basic Textbooks, Current Edition. Available from Division of Textbooks, Controller's Office, Department of Public Instruction, Education Building, Raleigh, NC, (919) 733-3846.

Language Arts in the Elementary School: A Guide for Teachers, Principals and Supervisors. Raleigh: North Carolina State Department of Public Instruction, 1970 (Title III, ESEA Project, Model Developmental Reading School).

RELATED COURSES ABSTRACTS

CLERICAL TASKS

Books and resources used in the business department courses should be appropriate for training teacher aide students in the areas of record-keeping, typewriting, machines, filing, office procedures or other clerical tasks. Other books that may be useful in this area are listed below.

SUGGESTED REFERENCES:

Brighton, Howard. Handbook for Teacher Aides. Midland, Michigan: Pendell Publishing Co., Current Edition.

________. Utilizing Teacher Aides in Differentiated Staffing. Midland, Michigan: Pendell Publishing Co., Current Edition.

HOUSEKEEPING IN THE CLASSROOM

Housekeeping duties are incorporated in several of the technical and related courses in the curriculum. Designing a separate course for these competencies was not necessary.

SUGGESTED REFERENCES:

Book and pamphlets that may be useful in training teacher aide students to deal with everyday housekeeping tasks in the classroom are listed below.

Books

Ludwig, Amber G. The Bissel Guide to Housekeeping for Young Homemakers. New York: Bantam Books, Inc., Current Edition. (Paperback)

Moore, Alma C. How to Clean Everything. New York: Simon & Schuster, Inc., Current Edition. (Paperback)

Schuller, Stanley. How to Fix Almost Everything: The Standard A to Z Guide to 1001 Household Fix-It Problems. Philadelphia: J. B. Lippincott Co., Current Edition.

Pamphlets

"Home Care." Cincinnati, Ohio: Proctor and Gamble, Inc., Current Edition.

"Simplified Housekeeping: Directions for Homemakers." Washington, DC, Department of Housing and Urban Development, Current Edition.

TYPEWRITING I
(Beginning Typewriting)

DESCRIPTION OF COURSE:

The student will be introduced to the touch typewriting system and will learn to use proper typing techniques, master the keyboard, type personal letters and postal cards and be able to tabulate. Upon completion of the course the student will be able to type 30 words per minute for three minutes.

COURSE HOURS PER WEEK: Class, 2; Laboratory, 3.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Location and Operation of Each Part of the Typewriter
II. Keyboard
III. Development of Proper Techniques in Typing
IV. Letters and Postal Cards
V. Tabulations

SUGGESTED REFERENCES:

Lessenberry, D. D., S. J. Wanous and others. College Typewriting. Cincinnati: South-Western Publishing Co., Current Edition.

Lloyd, Alan C. and others. Gregg Typewriting for Colleges. New York: Gregg Division, McGraw-Hill Book Company, Current Edition.

AVT Typing System. Typing I (BTL-100) - IBM Introductory Typing. Moorestown, New Jersey: Media Systems Corporation, Current Edition.

AVT Typing System. Typing I (BTL-100) - Introductory Typing. Moorestown, New Jersey: Media Systems Corporation, Current Edition.

BUS 214

OFFICE PROCEDURES

DESCRIPTION OF COURSE:

Designed to acquaint the student with the responsibilities encountered by an office worker in today's office. Some responsibilities discussed include: receptionist duties, handling the mail, telephone techniques, travel information, office records, purchasing of supplies, office organization and job applications.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 2.

QUARTER HOURS CREDIT: 4.

PREREQUISITE: BUS 110, Office Machines; BUS 102, 103, Typewriting I, II or equivalent. Speed Requirement: 50 gross words per minute for five minutes with five or less errors.*

MAJOR DIVISIONS OF COURSE CONTENT:

I. The Office and the Office Worker
II. The Office Image
III. Basic Office Duties
IV. Information Processing
V. Special Office Duties
VI. Buying for the Office
VII. Data Processing
VIII. Job Entry and Advancement
IX. A Secretary's Career
X. Dictation and Transcription
XI. Word Processing Center
XII. Reference Sources and Their Uses

SUGGESTED REFERENCES:

(Refer to pages 2-4.)

*For this curriculum, all prerequisites listed will not be necessary. Approval by the instructor should be obtained.

1. Books

   Anderson, Ruth I. and others. *The Administrative Secretary: Resource*. New York: Gregg Division, McGraw-Hill Book Company, Current Edition.

   Atkinson, Phillip S. *Medical Office Practice*. Cincinnati: South-Western Publishing Co., Current Edition.

   Bate, Marjorie Dunlap and Mary C. Casey. *Legal Office Procedures*. New York: Gregg Division, McGraw-Hill Book Company, Current Edition.

   Bredow, Miriam. *Medical Office Procedures*. New York: Gregg Division, McGraw-Hill Book Company, Current Edition.

   Hanna, J. Marshall and others. *Secretarial Procedures and Administration*. Cincinnati: Southwestern Publishing Co., Current Edition. (*Simulated Office Situations* available also)

   Lee, Dorothy E. and Walter A. Brower. *Secretarial Office Procedures*. New York: Gregg Division, McGraw-Hill Book Company, Current Edition.

   Moon, Harry R. *Office Procedures*. Bronx, New York: Milady Publishing Corp., Current Edition.

   Namanny, Dorothy S. and Garland C. DuPree. *Legal Office Procedures*. Cincinnati: South-Western Publishing Co., Current Edition.

   Place, Irene and others. *College Secretarial Procedures*. New York: Gregg Division, McGraw-Hill Book Company, Current Edition.

   Woodard, Theodore and others. *General Office Procedures for Colleges*. Cincinnati: South-Western Publishing Co., Current Edition.

   Woodard, Theodore and others. *Secretarial Office Procedures for Colleges*. Cincinnati: South-Western Publishing Co., Current Edition.

2. Periodicals

   Balance Sheet
   Business Education Forum
   Business Education World
   Journal of Business Education
   Viewpoints in Business and Office Education
   Word Processing
   Word Processing Report
   Word Processing World
   Publications from Office and Secretarial Associations

3. Audio-Visual Aids

Instructors are encouraged to prepare audio-visual aids to meet objectives of units.

Films and filmstrips available from audiovisual companies and local businesses and associations.

4. Other Sources

Bredow, Miriam. Handbook for the Medical Secretary. Gregg Division, McGraw-Hill Book Company, Current Edition.

Copeland, Amanda. A Teacher-Student Handbook for More Individualized Training in Business and Office Education. Little Rock, Arkansas: Department of Education, 1973.

Doris, Lillian and Besse May Miller. Complete Secretary's Handbook. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

Gavin, Ruth E. and William A. Sabin. Reference Manual for Stenographers and Typists. New York: Gregg Division, McGraw-Hill Book Company, Current Edition.

Hutchinson, Lois. Standard Handbook for Secretaries. New York: McGraw-Hill Book Company, Current Edition.

Leslie, Louis A. and Kenneth B. Coffin. Handbook for the Legal Secretary. Gregg Division, McGraw-Hill Book Company, Current Edition.

Leslie, Louis A. Twenty-Thousand Words. New York: Gregg Division, McGraw-Hill Book Company, Current Edition.

Silverthorn, J.E. Word Division Manual. Cincinnati: South-Western Publishing Company, Current Edition.

Strony, Madeline and others. The Secretary at Work. New York: Gregg Division, McGraw-Hill Book Company, Current Edition.

Wood, Merle and Margaret McKenna. The Receptionist: A Practical Course in Office Reception. New York: Gregg Division, McGraw-Hill Book Company, Current Edition.

Manual for Uses: Clerical Skills Test. Superintendent of Documents, US Government Printing Office, Washington, DC, 20402. (Published by US Department of Labor, 40 cents for March, 1968 edition)

National Business Education Association Yearbooks.

The New American Roget's College Thesaurus in Dictionary Form. New York: The New American Library, Inc. Current Edition.

Other Sources

Office Simulation - Integrated Projects for Clerical Office Practice. Student Manuals and Teacher Manuals and Copies for Overhead Transparencies. Developed by Department of Business Education, University of Southern Mississippi. Order from: Curriculum Coordinating Unit, P. O. Box DX, State College, MS, 39762.

"A Secretary's Day at Lenox, Inc. Student and Teacher Materials. Published by Lenox, Trenton, NJ, 08605.

"The Successful Secretary." School Department, Royal Office Typewriters, Division of Litton Industries, 150 New Park Avenue, Hartford, CT, 06106.

Training Materials for Cutting Office Costs Through Work Simplifications. (Programmed Course) Argyle Publishing Company, 200 Madison Avenue, New York, NY, 10016.

Telephone Directories

Webster's Dictionary

World Almanac

Local secretary or office association [National Secretaries Association (International)]

Educational Office Personnel Association

Available form Program Development Division, Department of Community Colleges, Education Building, Raleigh, NC, 27611.

"Business Occupations Programs: Resource List of Individualized Instruction Materials"

"The Implementation of Word Processing in the Business Curriculum of Nash Technical Institute"

Office-Simulated Activities

"Personal Finance"

Pitt Technical Institute Survey of Office Occupations

"Related Instruction Project: How to Prepare Task Simulations"

Task Simulations

EDU 229

CAREER INFORMATION

DESCRIPTION OF COURSE:

The student will be able to use various sources of occupational information in making a career decision, determining job success and/or determining job opportunities available. The student will be able to apply for a job, ie, complete the application, interview for the job. Topics include: the world of work, sources of occupational information, sociological and psychological factors influencing career planning and applying for and keeping a job.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Changing World of Work
II. Making a Career Decision
III. Occupational Structure
IV. Sources of Occupational Information
V. Occupational Values
VI. Applying for a Job

SUGGESTED REFERENCE:

Dundhy, Phillip W. and others. Career Development for the College Student. Cranston, Rhode Island: Carroll Press, Current Edition.

HEA 105

COMMUNITY HEALTH AND HEALTH RESOURCES

DESCRIPTION OF COURSE:

The student will be familiar with the health resources available to individuals. The student will be aware of the importance of the community's role in providing a healthy environment for its population.

COURSE HOURS PER WEEK: Class, 2; Laboratory, 0.

QUARTER HOURS CREDIT: 2.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. The Community - Definition and Elements
II. Health Systems and Their Role
III. Barriers and Constraints of Health Agencies
IV. Community Recruitment and Involvement
V. Community Organization

SUGGESTED REFERENCES:

Books

Anderson, C. L. and Richard F. Morton. Community Health. St. Louis: C. V. Mosby Co., Current Edition.

Harrison, Dorothy D. Health and Safety for Young Children. Volume 8. New York: Macmillan Publishing Co., Current Edition.

Kogan, Benjamin A. Health: Man in A Changing Environment. New York: Harcourt Brace Jovanovich, Inc., Current Edition.

Miller, Benjamin and John J. Burt. Good Health: Personal and Community. Philadelphia: W. B. Saunders Company, Current Edition.

National Commission on Community Health Services. Health is A Community Affair: Report. Cambridge, Massachusetts: Harvard University Press, Current Edition.

Paul, Benjamin N. (ed.). Health, Culture and Community. Scranton, Pennsylvania: Russell Sage Foundation, Basic Books, Inc., Current Edition.

Richardson, Charles E. and others. Living: Health, Behavior and Environment. Glenview, Illinois: Scott-Foresman & Co., Current Edition.

Resource Books

American Red Cross. First Aid Textbook. Garden City, New York: Doubleday and Company, Inc., Current Edition.

Fassbender, William. You and Your Health. New York: John Wiley & Sons, Inc., Current Edition.

Rathbone, Frank S. and Estelle Rathbone. Health and the Nature of Man. New York: McGraw-Hill Book Co., Current Edition.

Rosser, Neill A. Personal Health. New York: Holt, Rinehart & Winston, Inc., Current Edition.

Wilner, Daniel M. and others. Introduction to Public Health. New York: Macmillan Publishing Co., Inc., Current Edition.

Audiovisual Aids

Instructors are encouraged to develop transparencies, slides or other aids as appropriate for each topic.

Other Sources

State or local health departments and social service agencies.

Norman E. Leafe, Director, Division of Health, Safety and Physical Education, North Carolina Department of Public Instruction, Raleigh, NC 27611.

Public Instruction Regional Education Centers. (Refer to list of centers in general bibliography.)

HEA 119

FIRST AID

DESCRIPTION OF COURSE:

This course is designed to prepare a student for certification in first aid by the American Red Cross. The student will learn such things as: how to identify symptoms of certain diseases, how to identify poisonous plants, how to handle common emergencies, etc.

COURSE HOURS PER WEEK: Class, 2; Laboratory, 0.

QUARTER HOURS CREDIT: 2.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Standard First Aid Theory and Skills
  A. Wounds
  B. Shock
  C. Artificial Respiration
  D. Poisoning
  E. Burns
  F. Emergenices

II. Advanced First Aid Theory and Skills
  A. Human Body
  B. Special Wounds
  C. Emergencies
  D. Skeletal Injuries
  E. First Aid Kits and Supplies

SUGGESTED REFERENCE:

First Aid Textbook. Prepared by the American National Red Cross for the Instruction of First Aid Classes. Garden City, New York: Doubleday & Company, Inc., Current Edition.

PSY 115

CHILD GROWTH AND DEVELOPMENT I

DESCRIPTION OF COURSE:

The student will understand the physical development of the human being from the fetal stage to preadolescence. The student will be familiar with the motor, speech, emotional, social and intellectual development of children and will recognize the various factors influencing these areas of development.

COURSE HOURS PER WEEK: Class, 5; Laboratory, 0.

QUARTER HOURS CREDIT: 5.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Traditional Views on Child Development
II. Prenatal Development
III. The Child's Development During the First Year
IV. The Child From One to Three
V. The Child From Three to Six
VI. The Child From Six to Twelve

SUGGESTED REFERENCES:

Books

Ames, Louise B. Child Care and Development. Philadelphia: J. B. Lippincott Co., Current Edition.

Baller, Warren R. and D. C. Charles. The Psychology of Human Growth and Development. New York: Holt, Rinehart and Winston, Inc., Current Edition.

Briggs, Dorothy C. Your Child's Self Esteem: The Key to His Life. Garden City, New York: Doubleday & Co., Current Edition.

Brisbane, Holly E. and Audrey P. Riker. The Developing Child. Peoria, Illinois: Charles R. Bennett Company, Inc., Current Edition.

Gesell, Arnold. Infant and Child in Culture of Today: The Guidance of Development in Home and Nursery School. New York: Harper & Row Pubs., Inc., Current Edition.

Helms, Donald B. and Jeffrey S. Turner. *Exploring Child Behavior: Basic Principles*. Philadelphia: W. B. Saunders Co., Current Edition.

Hurlock, Elizabeth B. *Adolescent Development*. New York: McGraw-Hill Book Co., Current Edition.

________. *Child Development*. New York: McGraw-Hill Book Co., Current Edition.

Munsinger, Harry. *Fundamentals of Child Development*. New York: Holt, Rinehart & Winston, Inc., Current Edition.

Mussen, Paul H. and others. *Child Development and Personality*. New York: Harper & Row Pubs., Inc., Current Edition.

Papalia, Diane E. and Sally W. Olds. *A Child's World: Infancy Through Adolescence*. New York: McGraw-Hill Book Co., Current Edition.

Resource Books

Child Care Manual. Montclair, New Jersey: ROCOM Press, Current Edition.

James, Muriel and Dorothy Jongeward. *Born to Win: Transactional Analysis With Gestalt Experiences*. Atlanta: Addison-Wesley Publishing Co., Inc., Current Edition.

Jenkins, Gladys G. and Helen S. Shacter. *These are Your Children*. Glenview, Illinois: Scott-Foresman & Co., Current Edition.

Ralston, Nancy C. and Thomas G. Patience. *Adolescent: Case Studies for Analysis*. New York: Harper & Row Pubs., Inc., Current Edition.

Periodicals

Childhood Education, Association of Childhood Education, 3615 Wisconsin Avenue, NW, Washington, DC 20016.

Elementary School Journal, University of Chicago Press, 5750 Ellis Avenue, Chicago, IL 61820.

Audiovisual Aids

Instructors are encouraged to obtain appropriate equipment and to make transparencies and slides as appropriate for each topic.

Other Sources

Local social service and child care departments.

Frank Porter Graham Child Development Center, Hwy. 54 Bypass - West, Chapel Hill, NC 27514.

Governor's Advocacy Council on Children and Youth, Howard Building,
112 West Lane Street, Raleigh, NC 27611. (919-733-6880)

Office of Child Day Care Licensing, Blue Ridge Road, Raleigh, NC
27612. (919-733-4801)

Assistant Secretary for Children, Department of Human Resources, Albemarle
Building, 325 North Salisbury Street, Raleigh, NC 27611. (919-733-4834)

Division of Mental Health and Mental Retardation Service, Albemarle
Building, 325 North Salisbury Street, Raleigh, NC 27611. (919-733-7011)

Division of Social Services, Albemarle Building, 325 North Salisbury Street,
Raleigh, NC 27611. (919-733-3055)

Nutrition Coordinator, Division of School Food Services, Department of
Public Instruction, Education Annex II, 210 North Dawson Street, Raleigh,
NC 27611. (919-733-7162)

PSY 116

CHILD GROWTH AND DEVELOPMENT II

DESCRIPTION OF COURSE:

The student will understand the physical, emotional and social development of the adolescent and will know the many factors influencing the social acceptance and development of self-concept of the adolescent. The student will understand the effect of home climate as well as the development of moral values in the adolescent.

COURSE HOURS PER WEEK: Class, 5; Laboratory, 0.

QUARTER HOURS CREDIT: 5.

PREREQUISITE: PSY 115, Child Growth and Development I or equivalent or approval by instructor.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Adolescent Period and Transition to Adulthood
II. Physical Development
III. Emotional Development
IV. Social Development
V. Social Acceptance
VI. Goals Achievement
VII. Development of Moral Values
VIII. Family Relationships
IX. Personality Development
X. The Nonconformist

SUGGESTED REFERENCES:

Books

Ames, Louise B. Child Care and Development. Philadelphia: J. B. Lipponcott Co., Current Edition.

Baller, Warren R. and D. C. Charles. The Psychology of Human Growth and Development. New York: Holt, Rinehart and Winston, Inc., Current Edition.

Briggs, Dorothy C. Your Child's Self Esteem: The Key to His Life. Garden City, New York: Doubleday & Co., Inc., Current Edition.

Brisbane, Holly E. and Audrey P. Riker. The Developing Child. Peoria, Illinois: Charles A. Bennett Company, Inc., Current Edition.

Gesell, Arnold. Infant and Child in Culture of Today: The Guidance of Development in Home and Nursery School. New York: Harper & Row Pubs., Inc., Current Edition.

Helms, Donald B. and Jeffrey S. Turner. Exploring Child Behavior: Basic Principles. Philadelphia: W. B. Saunders Co., Current Edition.

Hurlock, Elizabeth B. Adolescent Development. New York: McGraw-Hill Book Co., Current Edition.

_______. Child Development. New York: McGraw-Hill Book Co., Current Edition.

Munsinger, Harry. Fundamentals of Child Development. New York: Holt, Rinehart & Winston, Inc., Current Edition.

Mussen, Paul H. and others. Child Development and Personality. New York: Harper & Row Pubs., Inc., Current Edition.

Papalia, Diane E. and Sally W. Olds. A Child's World: Infancy Through Adolescence. New York: McGraw-Hill Book Co., Current Edition.

Resource Books

Child Care Manual. Montclair, New Jersey: ROCOM Press, Current Edition.

James, Muriel and Dorothy Jongeward. Born to Win: Transactional Analysis With Gestalt Experiences. Atlanta: Addison-Wesley Publishing Co., Inc., Current Edition.

Jenkins, Gladys G. and Helen S. Shacter. These are Your Children Glenview, Illinois: Scott-Foresman & Co., Current Edition.

Ralston, Nancy C. and Thomas G. Patience. Adolescent: Case Studies for Analysis. New York: Harper & Row Pubs., Inc., Current Edition.

Periodicals

Childhood Education, Association of Childhood Education, 3615 Wisconsin Avenue, NW, Washington, DC 20016.

Elementary School Journal, University of Chicago Press, 5750 Ellis Avenue, Chicago, IL 61820.

Audiovisual Aids

Instructors are encouraged to obtain appropriate equipment and to make transparencies and slides as appropriate for each topic.

Other Sources

Local social service and child care departments.

Frank Porter Graham Child Development Center, Hwy. 54 Bypass - West,
Chapel Hill, NC 27514.

Governor's Advocacy Council on Children and Youth, Howard Building,
112 West Lane Street, Raleigh, NC 27611. (919-733-6880)

Office of Child Day Care Licensing, Blue Ridge Road, Raleigh, NC
27612. (919-733-4801)

Assistant Secretary for Children, Department of Human Resources, Albemarle
Building, 325 North Salisbury Street, Raleigh, NC 27611. (919-733-4834)

Division of Mental Health and Mental Retardation Service, Albemarle
Building, 325 North Salisbury Street, Raleigh, NC 27611. (919-733-7011)

Division of Social Services, Albemarle Building, 325 North Salisbury Street,
Raleigh, NC 27611. (919-733-3055)

Nutrition Coordinator, Division of School Food Services, Department of
Public Instruction, Education Annex II, 210 North Dawson Street, Raleigh,
NC 27611. (919-733-7162)

PERSONAL DEVELOPMENT

DESCRIPTION OF COURSE:

This course is designed to help the student look and feel more attractive and to complement development in other meaningful areas. Areas of study include physical control and visual poise; personal grooming and makeup application (women only); wardrobe selection; communication skills; social and business etiquette; techniques for getting a job, handling a job efficiently and relating to employers and co-workers.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 2.

QUARTER HOURS CREDIT: 4.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Body Perfection
II. Personal Grooming
III. Wardrobe
IV. Communication
V. Social and Business Etiquette
VI. Applying for a Job
VII. Job Success

SUGGESTED REFERENCES:

(Refer to pages 2 and 3.)

1. **Books**

Contemporary Programs, Inc. *Women's Contemporary Image: A Personal and Professional Guide*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

James, Barry. *Call Me Mister: A Man's Guide to Business and Social Success*. New York: MPC Educational Publishers, Division of Milady Publishing Corp., Current Edition.

Reynolds, Caroline. *Dimensions in Personal Development*. Cincinnati: South-Western Publishing Co., Current Edition.

Tolman, Ruth. *Charm and Poise for Getting Ahead*. New York: Milady Publishing Corp., Current Edition.

Whitcomb, Helen and Rosalind Lang. *Today's Woman*. New York: Gregg Division, McGraw-Hill Book Co., Current Edition.

2. **Periodicals**

Administrative Management
Balance Sheet
Business Education Forum
Business Education World
Journal of Business Education
New Dimensions for Teaching Personal Development
Self
Viewpoints in Business and Office Education
Working Woman
Publications from Business, Management, Office, Secretarial, Health Psychology Associations

3. **Audiovisuals**

The Many Faces of Beauty. Series 1-12. New York: MPC Educational Publishers, Division of Milady Publishing Corp. (Consists of almost 1,000 slides, cassette tapes, written commentary, lesson plans and instructor's guides. Sold as a set or by individual series.)

The New Faces (12 face charts). New York: MPC Educational Publishers, Division of Milady Publishing Corp., Current Edition.

Personal Hygiene for Business. New York: MPC Educational Publishers, Division of Milady Publishing Corp. (Set of 22 full-color slides, a cassette tape and an instructor's guide.)

Exercise Records: Feel Good, Look Great With Debbie Drake. New York: EPIC Records.

Visual Poise for Business and Social Success. Series 1-14. New York: MPC Educational Publishers, Division of Milady Publishing Corp. (Consists of 365 35mm slides and 14 cassette tapes. Sold as a set or by individual series.)

4. Other Sources

Carnegie, Dale. How to Win Friends and Influence People. New York: Pocket Books, Inc., Division of Simon & Schuster, Inc., Current Edition (paperbound).

Everhardt, R. M. and Robert Leonard. Personal Dynamics in Personality Development. Columbus, Ohio: Ohio Distributive Education Materials Laboratory, Ohio State University, Current Edition.

Molloy, John T. Dress for Success (Men). New York: David McKay Co., Inc., Current Edition (hard copy) or New York: Warner Books, Inc., Independent News Co., Current Edition (paperbound).

Molloy, John T. The Woman's Dress for Success. New York: Warner Books, Inc., Independent News Co., Current Edition (paperbound) or Chicago: Follett Publishing Co., Current Edition (hard copy).

Peale, Norman Vincent. Enthusiasm Makes the Difference. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition (hard copy) or New York: Fawcett Book Group, Current Edition (paperbound).

Personally Yours (Workbook for women's program). New York: MPC Educational Publishers, Division of Milady Publishing Corp., Current Edition.

Portfolio of Activities for Today's Woman (Workbook). New York: Gregg Division, McGraw-Hill Book Co., Current Edition.

Success Insurance (Grooming booklet for women's program). New York: MPC Educational Publishers, Division of Milady Publishing Corp., Current Edition.

Success Insurance In A Man's World (Grooming booklet for men's program). New York: MPC Educational Publications, Division of Milady Publishing Corp., Current Edition.

Tolman, Ruth. Secretary's Guide to Beauty, Charm and Poise. New York: Milady Publishing Corp., Current Edition.

Wade, Carlson. The New Enzyme-Catalyst Diet: Amazing Way to Quick, Permanent Weight Loss. West Nyack, New York: Parker Publishing Company, Inc., Current Edition.

COMMUNITY RESOURCES

DESCRIPTION OF COURSE:

The student will be familiar with the resources and service agencies in the community and the state that provide supportive service to education, business and industry, human service institutions and individuals.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Agencies Providing Counseling Services
II. Agencies Providing Services for the Handicapped
III. Agencies Providing Health and Medical Services
IV. Agencies Providing Library Services
V. Agencies Providing Recreational Services
VI. Child Welfare - Orientation and Scope
VII. Services for Children: Supportive, Supplementary, Protective, Day Care, Foster Care, Adoption, Income Maintenance (Aid to families of dependent children)
VIII. Homemaker Services

SUGGESTED REFERENCES:

Books

Kadushin, Alfred. Child Welfare Services. New York: Macmillan Publishing Co., Inc., Current Edition.

Perry, John and Erna Perry. The Social Web. Scranton, Pennsylvania: Harper & Row Pubs., Inc., Current Edition.

Schulman, Eveline D. Intervention in Human Services. St. Louis, Missouri: C. V. Mosby Co., Current Edition.

Periodicals

Community Education Journal. National Community Education Association, 1030 15 Street, N.W., Washington, DC 20005.

Human Services in the Rural Environment. David Bast. (ed.), P. O. Box 695, Rhinelander, WI 54501.

Journal of Human Resources. Journals Department, University of Wisconsin Press, P. O. Box 1379, Madison, WI 53701.

Audiovisual Aids

Instructors are encouraged to develop transparencies and slides appropriate for each topic. Films and filmstrips should be available from media companies and local or state community and social services agencies and organizations.

Other Sources

Utilize expertise and materials of local or state community and social services agencies and organizations.

Erikson, Erik H. Childhood and Society. New York: W. W. Norton & Co., Inc., Current Edition.

Hess, Robert D. and Robert J. Croft. Teachers of Young Children. Boston: Houghton Mifflin Co., Current Edition.

Queen, Staurt A. and Robert W. Habenstein. The Family in Various Cultures. Philadelphia: J. B. Lippincott Co., Current Edition.

SOC 112

FAMILIES IN AMERICAN CULTURE

DESCRIPTION OF COURSE:

The student will examine the characteristics, problems and issues of families in American culture. Emphasis will be on ethnic families. Special attention will be given to programs designed for the culturally- and/or educationally-deprived child.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. White Family

II. Black Family

III. Jewish Family

IV. Irish Family

V. Mexican Family

VI. Puerto Rican Family

VII. Indian Family

VIII. Italian Family

IX. German Family

X. Polish Family

XI. Scandanavian Family

XII. Chinese and Japanese Family

XIII. Other Family Groups

XIV. American Schools and Their Role in Providing Education to Ethnic Groups

XV. Teaching and Communication with Ethnic Groups

SUGGESTED REFERENCE:

Joki, Virginia. All-American Cultural Contributions of Minority Groups. Portland, Maine: J. Weston Walch, Publishers, Current Edition.

SOC 211

MARRIAGE AND FAMILY

DESCRIPTION OF COURSE:

This course is designed to aid the student in understanding marriage and family living. The student will study marriage and family relationships and the role families play in the development of children.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS PER WEEK: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Similarities and Differences in Males/Females
II. Dating
III. Selection of a Partner
IV. Preparing for Marriage
V. Marriage Adjustment
VI. Family Planning
VII. Financial Planning

SUGGESTED REFERENCES:

Books

Bowman, Henry A. and Graham B. Spanier. Modern Marriage. New York: McGraw-Hill Book Co., Current Edition.

Cox, Frank D. American Marriage: A Changing Scene? Dubuque, Iowa: William C. Brown Co., Pubs., Current Edition.

Duberman, Lucille. Marriage and Other Alternatives. New York: Praeger Publishers, Current Edition.

Smart, Mollie S. and Russell C. Smart. Development and Relationships. 4 Volumes. Infants. Pre-School Children. School-Age Children. Adolescents. Riverside, New Jersey: Macmillan Publishing Co., Inc., Current Edition.

SOC 218

GROUP LEADERSHIP AND SOCIAL CHANGE

DESCRIPTION OF COURSE:

The student will examine the membership and leadership of various groups. Emphasis is placed on group processes. The goals and strategies of social change and the necessity for social change in relation to personal and social value is also examined and discussed.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Life History of Groups
II. Groups as a Mode of Intervention
III. Group Process
IV. Group Membership
V. Group Leadership
VI. Necessity for Social Change
VII. Social Change Through Social Action
VIII. Strategies of Social Change

SUGGESTED REFERENCE:

Konopka, Gisela. Social Group Work: A Helping Process. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

GENERAL EDUCATION COURSE ABSTRACTS

ENG 101

GRAMMAR

DESCRIPTION OF COURSE:

Designed to aid the student in the improvement of self-expression through writing. Emphasis is on grammar, diction, sentence structure, punctuation and spelling. It is intended to stimulate students in applying the basic principles of English grammar in their day-to-day situations in industry and social life.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Parts of Speech

II. Correct Word Choice

III. Sentence Structure

IV. Punctuation

V. Paragraphs and Topic Sentences

SUGGESTED REFERENCES:

Aurner, Robert R. and Paul S. Burtners. Practical English for Colleges. Cincinnati: South-Western Publishing Co., Current Edition.

Graham, Sheila Y. Harbrace College Workbook. Form 7A and 7B. New York: Harcourt Brace Jovanovich, Current Edition.

Hodges, John C. and Mary E. Whitten. Harbrace College Handbook. New York: Harcourt Brace Jovanovich, Current Edition.

Perrin, Porter G. and George H. Smith. Handbooks of Current English. Glenview, Illinois: Scott, Foresman and Company, Current Edition.

ENG 102

COMPOSITION

DESCRIPTION OF COURSE:

English Composition is designed to aid the student in improvement of self-expression by means of practical application in business and technical writing. Emphasis is on writing sentences, paragraphs and compositions.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: ENG 101, Grammar.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Using Words

II. Types of Sentences

III. Writing Sentences

IV. Writing Paragraphs

V. Types of Writing

VI. Organizing and Writing Papers

VII. Reading, Writing and Learning Exposition

SUGGESTED REFERENCES:

Decker, Randall E. Patterns of Exposition. Boston: Little, Brown and Company, Current Edition.

Hall, Donald. Writing Well. Boston: Little, Brown and Company, Current Edition.

Martin, Elizabeth K. and C. Jeriel Howard. Technique: Studies in Composition. San Francisco: Canfield Press, Current Edition.

ENG 103

REPORT WRITING

DESCRIPTION OF COURSE:

The fundamentals of English are utilized as a background for the organization and techniques of modern report writing. Exercises in developing typical reports, using writing techniques and graphic devices are completed by the students. Practical application in the preparation of a full-length report is required of each student at the end of the term. The report must relate to the student's specific curriculum.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: ENG 102, Composition.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Purpose of Report Writing

II. Types of Reports

III. Composition of Reports

IV. Organizing and Writing Reports

V. Editing and Proofreading Reports

VI. Abstracting Reports

SUGGESTED REFERENCES:

Brown, Leland. Effective Business Report Writing. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

Harwell, George C. Technical Communications. New York: Macmillan Company, Inc., Current Edition.

Sherman, Theodore A. Modern Technical Writing. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

ENG 204

ORAL COMMUNICATION

DESCRIPTION OF COURSE:

The student will use the principles and techniques of communicating thoughts and personality through the voice. The student will display confidence as a speaker and will develop skills of effective delivery. Topics may include: basic communication concepts, verbal and nonverbal language, vocal usage, effective listening and speech preparation (analyzing audience and occasion, determining purpose, selecting and narrowing subject, gathering and organizing material, working and practicing aloud).

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Basic Concepts of Communication
II. Using the Body to Communicate
III. Using the Voice to Communicate
IV. Preparing the Speech
V. Effective Listening

SUGGESTED REFERENCES:

Hasling, John. The Message, the Speaker, the Audience. New York: McGraw-Hill Book Co., Current Edition.

Monroe, Alan H. Principles of Speech Communication. Glenview, Illinois: Scott, Foresman and Co., Current Edition.

Ross, S. Raymond. Speech Communication: Fundamentals and Practice. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

HEA 101

PERSONAL HYGIENE AND HEALTH

DESCRIPTION OF COURSE:

The student will study influences on physical and mental health, individual practices which aid in maintaining good physical and mental health throughout the life span and responsibilities of those working with young children to maintain personal health and to serve as models for health practices.

COURSE HOURS PER WEEK: Class, 2; Laboratory, 0.

QUARTER HOURS CREDIT: 2.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

This course serves a two-fold process: (1) to help students maintain good health and hygiene practices and (2) to develop awareness of and encourage good health and hygiene practices for children.

I. Teachers and Teacher Aides are Examples to Children
II. Being Physically Fit
III. Personal Appearance
IV. The Healthy Child
V. Childhood Disease
VI. Chronic Health Problems
VII. The Nursery School, Kindergarten and Elementary School

SUGGESTED REFERENCES:

Fassbender, William. You and Your Health. New York: John Wiley & Sons, Inc., Current Edition.

Rathbone, Frank S. and Estelle Rathbone. Health and the Nature of Man. New York: McGraw-Hill Book Co., Current Edition.

Rossel, Neill A. Personal Health. New York: Holt, Rinehart & Winston, Inc., Current Edition.

MAT 105

FUNDAMENTALS OF TECHNICAL MATHEMATICS

DESCRIPTION OF COURSE:

Practical number theory and review of the basic operations of addition, subtraction, multiplication and division. Fractions, decimals, powers and roots, percentages, ratio and proportion. Plane and solid geometric figures used in industry; measurement of surfaces and volumes. Introduction to algebra and the metric system.

COURSE HOURS PER WEEK: Class, 5; Laboratory, 0.

QUARTER HOURS CREDIT: 5.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Whole Numbers (Introductory)
II. Addition of Whole Numbers
III. Subtraction of Whole Numbers
IV. Multiplication of Whole Numbers
V. Division of Whole Numbers
VI. Equations and Word Problems
VII. Common Fractions
VIII. Decimal Fractions and Aliquot Parts
IX. Percentage, Ratio and Proportion
X. Exponents
XI. Plane and Solid Geometric Figures
XII. Basic Algebra
XIII. Metric System

SUGGESTED REFERENCE:

Gossage, Loyce C. Basic Mathematical Skills: A Text Workbook. New York: McGraw-Hill Book Co., Current Edition.

PSY 102

GENERAL PSYCHOLOGY

DESCRIPTION OF COURSE:

The student will study various fields of psychology - the developmental process, motivation, emotion, frustration and adjustment, mental health, attention and perception, problems of group living, etc. Attention is given to application of these topics to problems of study, self-understanding and adjustment to the demands of society.

COURSE HOURS PER WEEK: Class, 5; Laboratory, 0.

QUARTER HOURS CREDIT: 5.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Psychology as Science
II. Personality and Individuality
III. Heredity and Environment
IV. Human Capacities and Abilities
V. Motivation
VI. Emotion
VII. Frustration and Stress
VIII. The Senses
IX. Observation
X. The Learning Process
XI. Thinking, Communication and Persuasion
XII. Personal Adjustment Problems
XIII. Psychology and Work
XIV. Evaluation and Appraisal
XV. Methods of Treating the Maladjusted

SUGGESTED REFERENCES:

Ruch, Floyd L. Psychology and Life. New York: Scott, Foresman and Company, Current Edition.

Hepner, Harry W. Psychology Applied to Life and Work. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

Morris, E. Psychology: An Introduction. Engewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

SOC 102

INTRODUCTION TO SOCIOLOGY
(Principles)

DESCRIPTION OF COURSE:

The student will be given a general survey of the field of sociology. Topics the student studies include: an examination of major sociological concepts of the disciplines; differentiation of sociology from other disciplines; and a survey of such substantive topics as culture, personality, social stratification, institutions, community, social change, collective behavior, social problems, and other major areas of sociological concern.

COURSE HOURS PER WEEK: Class, 5; Laboratory, 0.

QUARTER HOURS CREDIT: 5.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Sociology and Science
II. Factors in the Social Life of Men
III. The Role of Culture
IV. The Biological Factor
V. The Geographical Factor
VI. Group Behavior
VII. Role and Status
VIII. Crowds and Publics
IX. Social Control and Conformity
X. Group and Personality
XI. Culture and Personality
XII. Socialization and Social Deviation
XIII. Communities
XIV. Distribution of Population
XV. The Growth of Population
XVI. The Social Order
XVII. Society and the Economic Institutions
XVIII. The Governing Institutions of Society
XIX. War and International Relations
XX. Religious Institutions
XXI. The Family
XXII. Institutions
XXIII. Process of Cultural Change

SUGGESTED REFERENCES:

Horton, P. B. and C. L. Hunt. Sociology. New York: McGraw-Hill Book Co., Current Edition.

McNall, Scott G. The Sociological Experience. Boston: Little, Brown and Company, Current Edition.

Denisoff, R. Serge and Ralph Wahrman. An Introduction to Sociology.
New York: Macmillan Publishing Co., Current Edition.

SOC 215

INTERPERSONAL RELATIONSHIPS AND COMMUNICATIONS

DESCRIPTION OF COURSE:

A basic course dealing with interpersonal and communication skills utilized in helping relationships. Examination is made of barriers which prohibit communication and hamper the helping process. The student will learn techniques of interviewing for specific purposes and acquire basic abilities in working with people.

COURSE HOURS PER WEEK: Class, 3; Laboratory, 0.

QUARTER HOURS CREDIT: 3.

PREREQUISITE: None.

MAJOR DIVISIONS OF COURSE CONTENT:

I. Communication
II. Overcoming Barriers to Communication
III. Interviewing
IV. Worker's Activities in Interviewing
V. Practices, Principles and Concepts Used in Interviewing
VI. Written Communication

SUGGESTED REFERENCES:

Johnson, David W. Reach Out: Interpersonal Effectiveness and Self-Actualization. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

Lindgren, Henry Clay and Leonard W. Fisk, Jr. Psychology of Personal Development. New York: John Wiley & Sons, Inc., Current Edition.

Saulnier, Leda and Teresa Simard. Personal Growth and Interpersonal Relations. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Current Edition.

CURRICULUM MODEL

TEACHER ASSOCIATE

(Curriculum Model)

Course Title		Hours Per Week		Quarter Hour Credits
		Lecture	Lab	
FIRST QUARTER				
EDU 149	Role of Teacher Aide I	3	0	3
EDU 115	Language Arts for Children	3	0	3
BUS 102	Typewriting I	2	3	3
ENG 101	Grammar	3	0	3
PSY 102	General Psychology I	5	0	5
		16	3	17
SECOND QUARTER				
EDU 150	Role of Teacher Aide II	3	0	3
ENG 102	Composition	3	0	3
HEA 101	Personal Hygiene and Health	2	0	2
PSY 115	Child Growth and Development I	5	0	5
RED 102	Methods, Materials and Techniques of Teaching Reading I	5	6	7
		18	6	20
THIRD QUARTER				
EDU 233	Food and Nutrition for Children	3	0	3
EDU 203	Exceptional Children	3	0	3
HEA 105	Community Health and Health Resources	2	0	2
PSY 116	Child Growth and Development II	5	0	5
SOC 102	Introduction to Sociology (Principles)	5	0	5
		18	0	18
FOURTH QUARTER				
EDU 204	Parent Education	3	0	3
EDU 234	Audiovisual and Instructional Equipment and Materials	2	2	3
ENG 204	Oral Communication	3	0	3
ENG 217	Children's Literature	3	0	3
SOC 211	Marriage and Family	3	0	3
		14	2	15

Course Title	Hours Per Week		Quarter Hours Credits
	Lecture	Lab	
FIFTH QUARTER			
EDU 116 Mathematics and Science	2	6	4
EDU 117 Health and Social Studies	2	6	4
EDU 232 Physical Activities	2	2	3
HEA 119 First Aid	2	0	2
SOC 108 Community Resources	3	0	3
	11	14	16
SIXTH QUARTER			
EDU 229 Career Information	3	0	3
EDU 230 Principles and Practices in Early Childhood Education	3	2	4
EDU 231 Creative Activities	2	2	3
PSY 231 Personal Development	3	2	4
SOC 215 Interpersonal Relationships and Communications	3	0	3
	14	6	17
SEVENTH QUARTER			
EDU 224 Teacher Aide Applications	1	6	3
BUS 214 Office Procedures	3	2	4
SOC 218 Group Leadership and Social Change	3	0	3
SOC 112 Families in American Culture	3	0	3
	10	8	13
TOTALS	101	39	116

CHAPTER V

CURRICULUM ADVISORY COMMITTEES

As in any community college, technical institute or technical college program, the success of the teacher aide program depends significantly on the formal and informal support of advisory committees. Therefore, when a community college, technical institute or technical college considers the possibility of initiating a teacher aide program, the chief administrator should appoint the advisory committee to assist in its development.[1]

The committee should consist of superintendents, principals, supervisors, teachers, teacher aides, four-year educators, graduates of and instructors in one- or two-year teacher aide programs in the local education district(s) and state department of education representatives. Rotating memberships will also give other interested people an opportunity to serve. The average committee usually consists of twelve to twenty members.

The teacher aide curriculum advisory committee will not only provide support for the teacher aide program but should be able to provide assistance and information to teacher aide coordinators concerning job opportunities, curriculum, equipment and facilities. The committee could also provide assistance in the selection of students and instructors. The duties and responsibilities of the committee should be clearly stated and understood so that maximum service can be rendered. The committee should act in a consultative capacity and should be responsible for making recommendations and suggestions to the individual(s) within the institution who can act upon the advice offered.

The North Carolina Department of Community Colleges, Program Development Division, has a publication, Organization, Function and Operation of Advisory Groups, which gives detailed suggestions for the organization, function and operation of advisory committees. Other information about advisory committees can be obtained from the American Vocational Association and the American Association of Junior Colleges, Washington, DC.

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[1] Albert J. Rindeau, The Role of the Advisory Committee in Occupational Education in the Junior College (Washington: American Association of Junior Colleges, 1967).

CHAPTER VI

FACULTY AND STAFF SELECTION

EDUCATIONAL QUALIFICATIONS

Formal qualification of faculty members by the Department of Community Colleges is not required. However, the State Board of Education and the Department do recommend that faculty members possess knowledge of the nature and role of the Community College System and the comprehensive institution(s), the ability to work with the students attending the institution(s) and the willingness to innovate and/or be flexible to meet the needs of the student(s) and community.

FACULTY WORK LOADS

The teaching load of the teacher aide instructor should be consistent with the teaching load of other instructors in other curriculum areas in the institution. Factors to be considered in making load determination should include: (1) class contact hours, (2) number of preparations, (3) student loads, (4) committee assignments, (5) departmental responsibilities and (6) other special duties. A full-time load is usually considered to be from 12 to 25 contact hours per week.

SUMMARY

As indicated earlier, the successful operation of the teacher aide program or any program within an institution depends to a great extent on the selection, continuous development and satisfactory retention of a faculty member. The faculty member should be able to carry out the objectives of the teacher aide program and to plan, implement and evaluate learning experiences essential to the program. The faculty member should also be able to counsel students, work with individuals and organizations within the community and, through research, continuing education and/or professional organizations be aware of the changes developing in the utilization of teacher aides in the elementary and secondary school systems.

CHAPTER VII

FACILITIES, EQUIPMENT AND INSTRUCTIONAL AIDES

FACILITIES

At least one laboratory-classroom with equipment for demonstration and laboratory practice is needed. Additional laboratory space may be needed if simulation is used in the program. The room(s) should be available for student practice at other times other than formal laboratory periods.

Features which would facilitate the program include a room with one-way window for observation or a video-tape system for taping and replaying sessions. When sessions are held at the local public or private school system, appropriate facilities would be necessary there.

EQUIPMENT

The amount and kind of equipment needed for the teacher aide program will depend on the instructional process utilized by each instructor in a course.

TEXTBOOKS, REFERENCES AND VISUAL AIDS

Textbooks, references and visual aids for teaching any subject area must be reviewed constantly and updated or supplemented based on new knowledge in the field and the results of research in teaching methods and developing concepts.

The textbooks, references and audiovisual aids for the suggested teacher associate program have been carefully reviewed and selected by the Teacher Aide Curriculum Advisory Committee. From the lists presented in this publication, it should be possible to select materials that are appropriate for each course - with the understanding that unlisted materials may also be appropriate. From these lists, the instructor should select materials that meet stated teaching objectives and should carefully preview and study materials before they are used.

Preparation for teaching any course in the curriculum requires the instructor to become familiar with texts, references and audiovisual aids available. By using these techniques the instructor will then be able to select materials that best meet the particular needs of the student and that will best promote an interesting, high-level technical presentation to the student.

THE LIBRARY

Part of the strength of any program is indicated by the quality of its library. Characteristics of a quality library include qualifications of the librarian; the facilities; the quality, quantity and relevancy of content and the staffing and organization. Library facilities should be readily accessible to both full-time and part-time students and faculty not only during instructional hours but for hours beyond regular instructional hours. The library should contain up-to-date books, periodicals and other reference materials related to the teacher associate program.

Teacher associate instructors and students should be involved in selecting materials for the library and/or approving reference materials for the teacher associate technical and related courses.

Students should learn to use the library; therefore, instruction should involve the students in library work, both to develop the habit of using the library as a learning tool and to help foster a professional attitude which regards libraries as a resource for research endeavors.

PROFESSIONAL ASSOCIATIONS

Teacher, teacher aide or related associations are an important source of instructional materials and other benefits for faculty members and students. Such associations provide information on publications, reports, new concepts, processes, techniques and equipment available in the teacher aide field.

These associations can also provide support in investigating the need for a program, in promoting the program, in providing work experience for students and in placement of graduates.

Associations may also supply resource people to speak to classes, to host student groups on field trips or for individual student projects.

Instructors should be encouraged to work closely with these associations and to become active or ad hoc members if possible. Membership will enable them to learn quickly of developments in the education fields and to become acquainted with persons in the community who are most active in the field.

Early in their studies, students should become aware of these associations and the resources they offer. They should also be encouraged to join those who offer affiliate memberships.

Some of these associations include:

1. North Carolina Association of Educators
2. National Education Association
3. Local Associations of Classroom Teachers

Other associations and information sources are listed in the bibliography.

CHAPTER VIII

SECONDARY HOME ECONOMICS PROGRAMS IN NORTH CAROLINA

PROGRAM DESCRIPTION

The mission of Home Economics Education at the secondary level is to provide interested persons, both male and female, with opportunities to obtain knowledge and develop skills for dual roles as homemakers and wage earners and to prepare students for an occupation requiring the use of home economics knowledge and skills in meeting their career objectives. Instructional experiences are organized around concepts and generalizations in the following subject matter areas: Child Care and Development, Clothing and Textiles, Consumer Education and Management, Family Relationships, Foods and Nutrition, Grooming and Personal Appearance, Housing and Home Furnishings, Health and Home Care of the Sick, Career Orientation and Occupational Home Economics in related areas.

MAJOR PROGRAM OBJECTIVES

For Consumer and Homemaking Programs, the major objectives are to help youth and adults:

1. Prepare for homemaking roles.
2. Prepare for combining the dual role of homemaker and wage earner.
3. Develop traits which contribute to employability.
4. Develop leadership through youth organizations.
5. Become better consumers.

For Occupational Home Economics Programs, the major objective is:

To enable interested students to develop the knowledge, attitudes and saleable skills required for entering employment or pursuing further study in any one of the five career clusters related to Home Economics:

1. Teacher Aide/Child Care Services
2. Clothing Services
3. Food Services
4. Home Furnishings Services
5. Management Aide Services

SCOPE AND SEQUENCE

The total scope and sequence of Home Economics Education includes 18 different course offerings for grades 7 through 12. The Chart on page 3 identifies the structure of these 18 courses as a series of options from exploratory, to introductory, to advanced levels for consumer/homemaking courses and occupational home economics courses. The content for these 18 courses is based on a conceptual framework which provides for sequential learning at three or more levels and some flexibility in scope of content per level.

Students elect one or more courses in a series which can lead them toward their own consumer/homemaking goals and/or an occupational goal. Since home economics is primarily an integrative area of study focusing on the individual in a family or home environment and draws from many disciplines, a comprehensive year-long course was designed as the prerequisite for further course elections in a series. Either 7111 or 7171 can serve this purpose as a prerequisite for any advanced Consumer/Homemaking Education (CHE) course or advanced Occupational Home Economics (OHE) course. Skills developed in Consumer/Homemaking courses can be further refined into saleable skills through occupational home economics courses, preventing duplication in course work for any student.

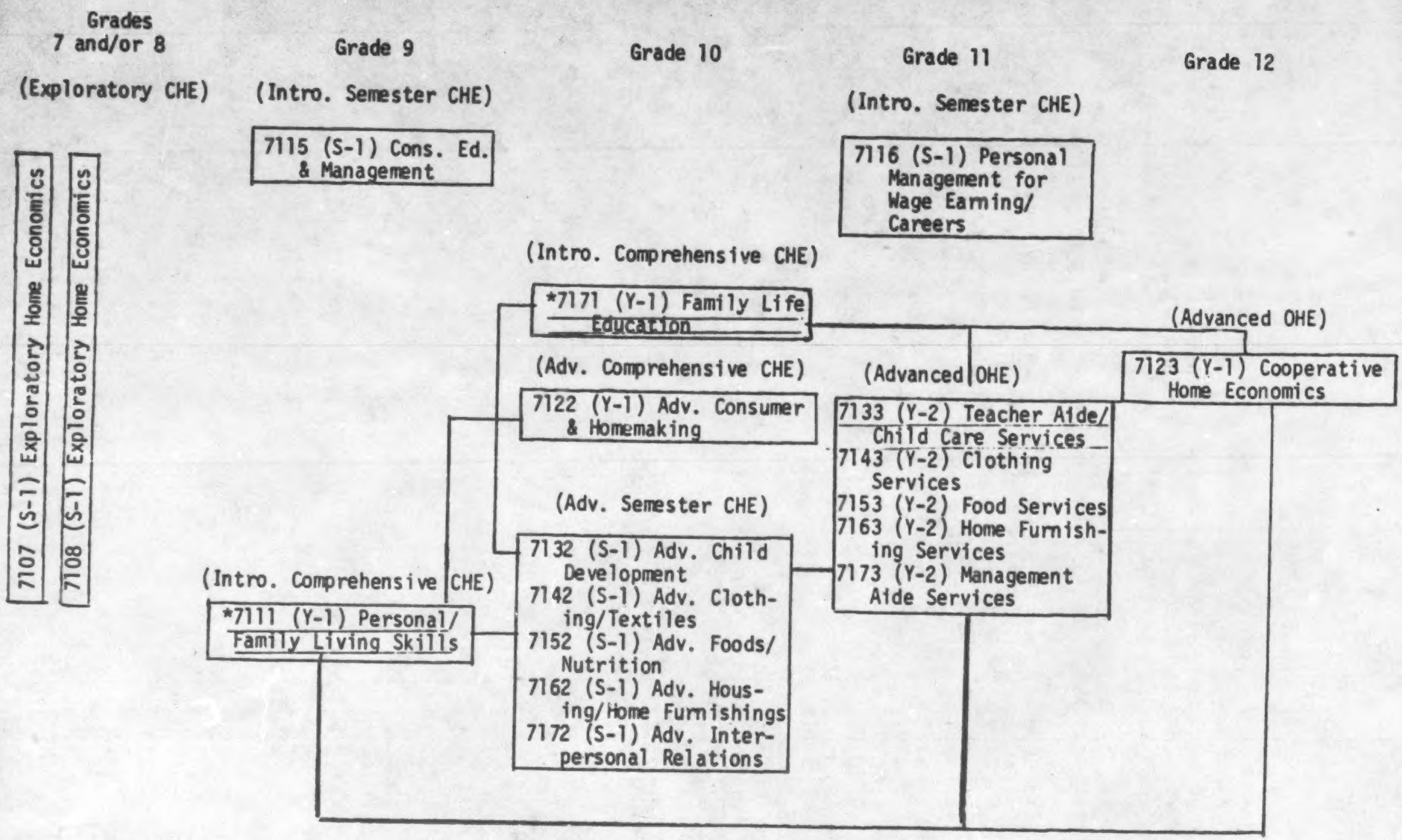
Two of the CHE courses are offered on a semester basis to serve needs of students in grades 9-12 who do not wish to pursue a series of sequential offerings. These are: 7115 - Consumer Education and Management (Grades 9-12) and 7116 - Personal Management for Wage Earning/Careers (Grades 11-12). These are non-prerequisite courses, and therefore appear separately on the Scope and Sequence Chart.

Through current curriculum improvement efforts, both content and structure of most home economics program offerings have been reexamined, revalidated and revised as seemed appropriate. More similarity now exists, for example, between both introductory comprehensive courses (7111 & 7171) so that either may serve as a prerequisite to advanced courses. The CHE courses have reemphasized competencies needed in the areas of interpersonal relationships, resource management, parenting, meeting nutritional needs, and coping behaviors; these competencies seem most essential in terms of current socioeconomic conditions.

Also, the occupational home economics courses have broadened in scope as related job opportunities have emerged such as the teacher aide component added to the Child Care Services course, 7133. The Cooperative Home Economics course (7123) has become a more viable option in many schools as a response to varied student occupational goals. All programs are seeking more effective strategies for serving the needs of exceptional students - disadvantaged, handicapped and gifted.

Chart 1

SCOPE AND SEQUENCE CHART


Grades 7 and/or 8
(Exploratory CHE)
7107 (S-1) Exploratory Home Economics
7108 (S-1) Exploratory Home Economics
Grade 9
(Intro. Semester CHE)
7115 (S-1) Cons. Ed. & Management
(Intro. Comprehensive CHE)
*7111 (Y-1) Personal/ Family Living Skills
Grade 10
(Intro. Comprehensive CHE)
*7171 (Y-1) Family Life Education
(Adv. Comprehensive CHE)
7122 (Y-1) Adv. Consumer & Homemaking
(Adv. Semester CHE)
7132 (S-1) Adv. Child Development
7142 (S-1) Adv. Clothing/Textiles
7152 (S-1) Adv. Foods/ Nutrition
7162 (S-1) Adv. Housing/Home Furnishings
7172 (S-1) Adv. Interpersonal Relations
Grade 11
(Intro. Semester CHE)
7116 (S-1) Personal Management for Wage Earning/ Careers
(Advanced OHE)
7133 (Y-2) Teacher Aide/ Child Care Services
7143 (Y-2) Clothing Services
7153 (Y-2) Food Services
7163 (Y-2) Home Furnishing Services
7173 (Y-2) Management Aide Services
Grade 12
(Advanced OHE)
7123 (Y-1) Cooperative Home Economics

KEY: CHE (Consumer & Homemaking Education)
OHE (Occupational Home Economics)
(Y-1) = (1 year, 1 hour)
(S-1) = (1 semester, 1 hour)
(Y-2) = (1 year, 2 hours)

NOTE: Courses are shown at the earliest grade at which they may be offered. Courses may be offered at any grade thereafter, except Exploratory CHE.

*Serve as alternate prerequisites for advanced courses in CHE or OHE.

*After the completion of an introductory course, the student may opt to enroll in other home economics courses before enrolling in Teacher Aide/Child Care Services.

TEACHER AIDE/CHILD CARE SERVICES

Teacher Aide/Child Care Services is one of five advanced-level, occupational courses offered to students in the eleventh and twelfth grades who have completed an introductory course; either Personal/Family Living Skills (7111) or Family Life Education (7171). A student is eligible for enrollment in Personal/Family Living Skills (7111) from grade nine through grade twelve. Family Life Education is first offered in grade ten and may be offered each successive year to all interested students through grade 12.

Teacher Aidc/Child Care Services (7133) is a year in length and meets two periods per day and is offered to students in grade levels eleven and twelve. The course is designed as a laboratory-type, occupational training program in the school's child care center or in day care facilities located within the school community. Instruction includes: (1) orientation to scope and nature of jobs in the cluster, (2) grooming and personal appearance, (3) observation and participation in supervising and assisting children with personal habits and with creative play activities, (4) conducting activities which promote social, mental and physical development of children, and (5) the legal aspects of employment. The course is designed to develop skills and responsibilities assumed by teacher aides. Provision should be made for students to observe and work in classroom situations in early childhood education and in a variety of child care establishments related to this occupational cluster.

BIBLIOGRAPHY

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Overton, R. Jean (Project Coordinator). Reading in the Teacher Associate Program: Guidelines for Teaching. Raleigh North Carolina: Department of Community Colleges, Fall, 1977.

This manual was developed to provide a comprehensive curriculum guideline for postsecondary programs in the training and upgrading of teacher aides in reading. This publication contains competency-based materials and should be useful in developing a curriculum to meet the specific needs of students and the local public school system.

Teacher Aides: A Suggested 2-Year Post High School Curriculum. Available from: Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. (Stock Number 1780-01366)

A curriculum guide designed for a two-year program, which gives maximum attention to providing the paraprofessional with the knowledge, skills and experience necessary to support teaching. The basic model combines theory and practice and with adjustments can be used for those who are full-time students and for those enrolled in the program while employed as paraprofessionals in a school unit.

2. Periodicals and Reports

Clark, Johnnie R. "A Proposal for a Teacher's Aide Training Program," XXXVI Junior College Journal, (May, 1966), 43-5.

This article primarily describes the many advantages of training teacher aides at the community junior college. A curriculum design for training teacher aides is also presented.

Instructor. The Instructor Publications, Inc., P. O. Box 6099, Duluth, MN 55806.

This periodical offers many suggestions and resources for activities to be used in the classroom. Information provided keeps the teacher and teacher aide informed on happenings in instruction.

"North Carolina Community College Information Concerning a Cooperative Professional Service Program - Training for Teacher Aides from Senior High School to a Four-Year Degree." A Report by Jim Hamlett, Department of Community Colleges, to T. Carl Brown, retired from Department of Public Instruction. December 15, 1969. (No copies available, only a file copy.)

This report provided information pertinent to community college teacher aide programs such as objectives of program, entrance requirements, enrollment data and problems of the program. A detailed report on the status of programs at Lenoir Community College, Southeastern Community College and Wilkes Community College were also given.

"Realistic Duties of Teacher Aides." September, 1974. Available from Regional Support and Technical Assistance Centers, Department of Public Instruction. (Addresses and telephone numbers of centers in Bibliography.)

This publication categorizes the general duties of teacher aides in six broad categories: (1) clerical, (2) housekeeping, (3) monitorial, (4) audiovisual, (5) instruction-related and (6) non-instructional. Focus is also on the special duties of teacher aides in classes for exceptional children.

Suggested Activities in Reading for Aides. Raleigh, North Carolina: Division of Reading K-12, North Carolina Department of Public Instruction, 1979.

A booklet designed to provide the teacher and teacher aide with a suggested framework of concepts and related activities for use in encouraging children to develop their ability to read to their fullest potential. This booklet offers a collection of ideas and activities intended to assist the aide in helping children learn to read.

3. Audiovisual Catalogues

16mm Film Catalogue: Professional Inservice Education. Raleigh, North Carolina: Division of Educational Media, Department of Public Instruction, Current Edition.

A catalogue for the Department of Public Instruction's library of 16mm films intended for preservice and inservice staff development. The catalogue is printed periodically and current supplements are added.

Butterick Publishing Company, P. O. Box 1914, Altoona, PA 16603.

A catalogue featuring filmstrips with cassettes, records and spirit masters. Of special interest is the Child Development Series: Prenatal and Infancy; Toddlers; Preschool Child; School-Age Child.

Catalogue of Television and Audiovisual Materials. Agency for Instructional Television, Box A, Bloomington, IN 47402.

A catalogue featuring instructional series for television broadcast and purchase and rental on various audiovisual formats films, videocassettes and videokits. The catalogue includes subject and grade level indexes and a guide to film and cassette prices.

Parents' Magazine Films, Inc., Dept. R49, 52 Vanderbilt Avenue, New York, NY 10017.

This sound and color filmstrip catalogue provides information on the series of filmstrips produced by Parents' Magazine Films, Inc. in the areas of child development, parent education, family relationships and caring for children.

Selected Materials for Special Students. Opportunities for Learning, Inc., 8950 Lurline Avenue, Department 79, Chastworth, CA 91311, (213) 341-2535.

This catalogue features a selection of educational materials and media for meeting the special and remedial needs of students - preschool through secondary levels.

Educational Dimensions Corporation, Box 126, Stamford, CN 06904.

This catalogue provides information on sound filmstrips in the areas of reading, perception, art and crafts.

4. Reference Materials

Aubrey, Ruth H. Selected Free Materials for Classroom Teachers. Palo Alto, California: Fearon Publishers, Current Edition.

This book provides a carefully screened, precisely annotated listing of free materials. Over 570 up-to-date sources of free classroom materials - thousands of items chosen, graded and annotated by a panel of leading educators are listed.

Fisk, Margaret (ed.). Encyclopedia of Associations. Volume 1. National Organizations of the United States. Detroit: Gale Research Co., Current Edition.

This encyclopedia is the only major source of detailed information concerning nonprofit American membership organizations of national scope. Information concerning the location, size, objectives and many other essential aspects of several thousand trade associations, professional societies, labor unions, fraternal and patriotic organizations and other types of groups consisting of voluntary members are listed.

Mapp, Edward. Books for Occupational Education Programs: A List for Community Colleges, Technical Institutes and Vocational Schools. New York: R. R. Bowker Company, Current Edition.

This guide will be useful in developing library collections and updating existing collections in career-oriented educational institutions. The list includes trade books, reference works, handbooks, texts, curriculum guides, continuations and other relevant titles of twenty-five pages or more currently used in career training. Periodicals and other non-book media are not included. Subjects covered represent standard curricula in community colleges and other career-technical-vocational institutions. Each entry includes author, title, subtitle, edition, publisher, main pagination or number of volumes and illustration or series note.

Pepe, Thomas J. Free and Inexpensive Educational Aides. New York: Dover Publications, Inc., Current Edition.

This book serves as a source of known, available educational material. It lists over 1,700 books, films, folders, charts, posters, slides, booklets - 88 percent are free, 9 percent are less than 25 cents.

Review Western Tape Catalogue for audiovisual aids in Typewriting, Word Processing, Shorthand, General Office Skills and General Business and Materials from International Business Machines (IBM). (Guides to punctuation and proper grammar usage are also available on request - complimentary copies.) For information write or call: Western Tape, P. O. Box 69, Mountain View, CA 94042, (415) 969-0371.

Schuman, Patricia. Materials for Occupational Education: An Annotated Source Guide. New York: R. R. Bowker Company, Current Edition.

This source guide lists approximately 600 organizations which supply books, periodicals, manuals and multimedia aids for 63 occupational areas.

Special Packages: Instructional Resources for Vocational Education. Competency-Based Business Education Modules.

This "Special Packages Project" is designed to assist vocational educators - secondary and postsecondary - in developing skills to evaluate and adapt instructional resources related to growing and developing occupations. This package contains four units dealing with interpersonal skills and an annotated bibliography, "Job Seeking - Job Keeping." A complete set of 120 modules is available from Wisconsin Vocational Studies Center. For more information on "Special Packages" write or call: Program Information Office, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210.

5. Department of Public Instruction State Agencies and Regional Education Centers in North Carolina

Northeast Regional Education Center (Region 1)
P. O. Box 1028
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Southeast Regional Education Center (Region 2)
612 College Street
Jacksonville, NC 28540

Central Region Education Center (Region 3)
P. O. Box 549
Knightdale, NC 27545

South Central Regional Education Center (Region 4)
P. O. Box 786
Carthage, NC 28327

North Central Regional Education Center (Region 5)
P. O. Box 21889
Greensboro, NC 27420

Southwest Regional Education Center (Region 6)
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Albemarle, NC 28001

Northwest Regional Education Center (Region 7)
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Division for Exceptional Children (919) 733-3921
Division of Vocational Education, Home Economics (919) 733-7893
Division of Educational Media, Materials Review and Evaluation (919) 733-3929
These Divisions have the same mailing address: Department of Public Instruction, Education Building, Raleigh, NC 27611.

6. Periodicals

American Education, U. S. Government Printing Office, Superintendent of Documents, Washington, DC 20402.

Change, NBW Tower, New Rochelle, New York 10801.

Child Welfare, Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003.

Clearing House, Heldref Publications, 4000 Albemarle Street, NW, Washington, DC 20016.

Elementary School Journal, University of Chicago Press, 5801 Ellis Avenue, Chicago, IL 60637.

Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

Harvard Educational Review, Business Office, Longfellow Hall, 13 Appian Way, Cambridge, MA 02138.

Journal of Home Economics, American Home Economics Association, 2010 Massachusetts Avenue, NW, Washington, DC 20036.

Journal of Teacher Education, American Association of Colleges for Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036.

National Elementary Principal, 1801 North Moore Street, Arlington, VA 22209.

Phi Delta Kappan, Eighth Street and Union Avenue, Box 789, Bloomington, IN 47402.

Review of Educational Research, American Educational Research Association, 1025 - 15 Street, NW, Washington, DC 20005.

Social Policy, 33 West 42 Street, New York, NY 10036.

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7. Associations

Association of Teacher Educators, 1701 K Street, NW, Suite 1201, Washington, DC 20006.

North Carolina Association of Educators, Association of Classroom Teachers, P. O. Box 27347, Raleigh, NC 27611.

Institute for Development of Education Activities (IDEA), 5335 Far Hills Avenue, Dayton, OH 45429.

U. S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

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8. Competency-Based and Related Research

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Foster, Phillip R. and David S. Fowler. "Common Core of Materials for Implementing Competency-Based Vocational Education." College Park, Maryland: Maryland Vocational Curriculum Research and Development Center, 1979.

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Vocational-Technical Education Consortium of States. Atlanta, Georgia: Commission on Occupational Education Institutions, Southern Association of Colleges and Schools, 1973.

APPENDIXES

APPENDIX A-1

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APPENDIX B-1

Introductory Letter

DEPARTMENT OF
COMMUNITY COLLEGES
NORTH CAROLINA STATE BOARD OF EDUCATION
RALEIGH 27611

September 29, 1976

TO: Child Care/Teacher Aide Coordinator
and Interested Individuals

FROM: R. Jean Overton R. Jean Overton
Assistant Director
Program Development Division

The Department of Community Colleges is conducting a project to determine the competencies required by employers for successful employment on the job. This project is designed to provide: (1) a validated list of career opportunities and the tasks performed by employees in a given job; (2) a list of competencies and evaluated criteria essential to successfully perform in the job; (3) curriculum guidelines and (4) curriculum materials based on the competencies.

The Program Development Division is attempting to determine what portion of the competency-based child care/teacher aide information and materials that have been developed can best be utilized in this project. We are asking for your assistance in determining employment opportunities in the care and guidance of children.

The enclosed form identifies possible careers open to individuals in this area. These opportunities may or may not exist. Your response to the survey will contribute to the identification of jobs that do exist. (Please share and discuss this survey with other individuals interested in the care and guidance of children.)

After you have completed the survey, please return it in the stamped, self-addressed envelope on or before Monday, October 18. Your responses will be compiled with the responses of other individuals completing the survey, with no individual responses identified.

Your participation is appreciated.

bs

Enclosures

APPENDIX B-2

Career Opportunity Survey Instrument

Job Titles and Descriptions

CAREER OPPORTUNITY
SURVEY

The following employment opportunities have been identified as being careers open to individuals in the care and development of children. These opportunities may or may not exist in North Carolina.

Please indicate your opinion as to whether these employment opportunities do exist in our state by checking (✓) the yes or no block next to the career identified. Also, indicate your opinion as to the level(s) at which this training should be available. Add any additional career opportunities which exist in North Carolina and other comments on the back of each sheet.

D.O.T. Code	Occupational Title	Career Opportunity		Where Training Should Be Available		
		Yes	No	High School	Com. Col. Tech. Inst.	Both
359.878-014	Child-Care Attendant					
355.878-018	Child-Care School Attendant					
359.878-026	Nursery School Teacher					
359.878-022	Kindergartner					
307.878-010	Nursemaid					
309.878-026	Foster Mother					
USOE Code						
16.0501	Child-Care Center Assistant					
16.0502	Children's Hospital Division					
	Assistant					
16.0503	Teacher's Assistant at the					
	Preprimary Level					
	DAY CARE MOTHER					
	Babysitter					
	Child-Care Attendant					
	Housewife					
	Homemaker					
	FOSTER PARENT					
	Boarding Mother					
	Substitute Parent					
	Housewife					
	Homemaker					

D.O.T. Code	Occupational Title	Career Opportunity		Where Training Should Be Available		
		Yes	No	High School	Com. Col. Tech. Inst.	Both
	HOUSEPARENT					
	Child-Care Worker					
	Residential Teacher					
	Resident Counselor					
	Children's Unit Supervisor					
	Child-Development Worker					
	Director of Home					
	Housemother/Housefather					
	NURSERY SCHOOL/DAY CARE CENTER					
	DIRECTOR/TEACHER					
	Supervisor					
	Directress - Coordinator					
	Floating Teacher Supervising					
	Education					
	Owner					
	NURSERY SCHOOL/DAY CARE CENTER					
	TEACHER AIDE/ASSISTANT					
	Volunteer Mother					
	Preschool Assistant					
	Neighborhood Youth Corp Trainee					
	Preschool Mother-Helper					
	Volunteer					
	Bus Aide					

Please indicate areas represented:

Business _____

Education _____

Other _____

Geographic Region: ____________________

CHILD CARE/TEACHER AIDE
JOB TITLES AND DESCRIPTIONS

DICTIONARY OF OCCUPATIONAL TITLES

Child Care Attendant (gov. ser.)   (359.878.014)

Cares for group of children housed in city, county or other government institutions, under supervision of superintendent of home. Awakens children and gets ready for school or other activities. Gives instructions to children regarding desirable health and personal habits. Provides and leads recreational activities and participates or gives instructions to children's games. Disciplines children and recommends or initiates other measures to control behavior. May counsel or provide similar diagnostic or therapeutic services to mentally disturbed, delinquent or handicapped children.

Child Care School Attendant   (355.878-018)

Attends to personal needs of handicapped children while in school to receive specialized academic and physical training.

Nursery School Teacher (child-care leader, child-day-care center worker, nursery-school attendant, playroom attendant)   (359.878.026)

Organizes and leads activities of prekindergarten children in nursery schools or playrooms operated for patrons of theatres, department stores, hotels and similar organizations - organizes and participates in games, reads to children, teaches them simple painting, drawing, handwork, songs and similar activities. Directs children in eating, resting and toileting. Helps children develop habits of caring for own clothing, picking up and putting away toys and books. Maintains discipline. May serve meals and refreshments to children and regulate rest periods. May assist in such tasks as preparing food and cleaning quarters.

Kindergartner (any ind.) (359.878-022)

Entertains children in nursery maintained by department store, country club, or similar establishment as service to patrons, by reading aloud, organizing and participating in games, and giving elementary lessons in arts or crafts.

Nursemaid (dom. ser.) (child monitor; children's nurse) (307.878-010)

Performs any combination of the following duties to attend children in private home: Observes and monitors play activities or amuses children by reading to or playing games with them. Prepares and serves meals or formulas. Sterilizes bottles and other equipment used for feeding infants. Dresses or assists children to dress and with bath. Accompanies children on walks or other outings. Washes and irons clothing. Keeps children's quarters clean and tidy. May clean other parts of home. When in charge of infants, may be designated as Infants Nurse. When employed on a daily or hourly basis, may be designated as Babysitter.

Foster Mother (dom. ser.) (309.878-026)

Rears children in own home as members of family. Oversees activities, regulating diet, recreation, rest periods, and sleeping time. Instructs children in good personal and health habits. Bathes, dresses, and undresses young children. Washes and irons clothing. Accompanies children on outings and walks. Takes disciplinary action when children misbehave. Children may return to parents' home during weekends and holidays, or may remain with Foster Mother full time. May work under supervision of welfare agency. May prepare periodic reports concerning progress and behavior of children for welfare agency.

US OFFICE OF EDUCATION

Teacher's Assistant at the Preprimary Level (16.0503)

Child-Care Center Assistants (16.0501)

Child Development (09.0102)

The study of children - their physical, mental, emotional and social growth and development and their care and guidance. (Social and biological sciences.)

Care and Guidance of Children (09.0201)

Preparation for various kinds of employment related to child care centers and young children, e.g., assisting directors of child day care centers or nursery schools, assisting with activities on playgrounds and in recreation centers, and caring for children in homes and in such public places as stores, playgrounds, recreation centers and transportational terminals.

APPENDIX B-3

Career Opportunity Survey Results

CAREER OPPORTUNITY
SURVEY

The following employment opportunities have been identified as being careers open to individuals in the care and development of children. These opportunities may or may not exist in North Carolina.

Please indicate your opinion as to whether these employment opportunities do exist in our state by checking (✓) the yes or no block next to the career identified. Also, indicate your opinion as to the level(s) at which this training should be available. Add any additional career opportunities which exist in North Carolina and other comments on the back of each sheet.

D.O.T. Code	Occupational Title	Career Opportunity		Where Training Should Be Available		
		Yes	No	High School	Com. Col. Tech. Inst.	Both
359.878-014	Child-Care Attendant	30			15	10
355.878-018	Child-Care School Attendant	27			15	
359.878-026	Nursery School Teacher	32			21	
359.878-022	Kindergartner	30			17	10
307.878-010	Nursemaid	23		12		10
309.878-026	Foster Mother	34			13	14
USOE Code						
16.0501	Child-Care Center Assistant	35			16	18
16.0502	Children's Hospital Division					
	Assistant	26			15	
16.0503	Teacher's Assistant at the					
	Preprimary Level	33			19	10
	DAY CARE MOTHER					
	Babysitter	33		30		
	Child-Care Attendant	22				11
	Housewife	30		15		13
	Homemaker	30		14		13
	FOSTER PARENT					
	Boarding Mother	27		10	10	
	Substitute Parent	24		10		
	Housewife	23		14		
	Homemaker	24		13		

D.O.T. Code	Occupational Title	Career Opportunity		Where Training Should Be Available		
		Yes	No	High School	Com. Col. Tech. Inst.	Both
	HOUSEPARENT					
	Child-Care Worker	37			19	16
	Residential Teacher	29			26	
	Resident Counselor	30			27	
	Children's Unit Supervisor	29			25	
	Child-Development Worker	29			15	13
	Director of Home	29			27	
	Housemother/Housefather	28			20	
	NURSERY SCHOOL/DAY CARE CENTER					
	DIRECTOR/TEACHER					
	Supervisor	35			30	
	Directress - Coordinator	32			27	
	Floating Teacher Supervising Education	31			27	
	Owner	29			23	
	NURSERY SCHOOL/DAY CARE CENTER					
	TEACHER AIDE/ASSISTANT					
	Volunteer Mother	28		12		10
	Preschool Assistant	36			18	15
	Neighborhood Youth Corp Trainee	26		10		13
	Preschool Mother-Helper	26		15		
	Volunteer	33		13		15
	Bus Aide	28		15		

Please indicate areas represented:

Business ____ Geographic Region:

Education ____ ______________________________

Other ____

APPENDIX C-1

Introductory Letters

DEPARTMENT OF
COMMUNITY COLLEGES
NORTH CAROLINA STATE BOARD OF EDUCATION
RALEIGH 27611

January 6, 1978

TO: Public School Principals, Teachers, Teacher Aides

FROM:
Jean Overton
Assistant Director
Program Development Div.
Dept. of Community Colleges

Jim Jenkins, Director
Kindergarten-Early Childhood
Dept. of Public Instruction

Marjory Unrath
Chief Consultant
Home Economics Dept.
Dept. of Public Instrucition

SUBJECT: Task Survey

The Department of Community Colleges is conducting a project to determine the competencies required by employers for successful employment on the job. This project is designed to provide: (1) a validated list of career opportunities and the tasks performed by employees in a given job, (2) a list of competencies and evaluative criteria essential to successfully perform in the job, (3) curriculum guidelines, and (4) curriculum materials based on the competencies.

We need your help in determining a list of tasks that are performed in teacher aide jobs as well as your ideas about what is needed to work effectively with children. This information will be used in planning our curriculum guidelines and materials. In addition, we will be able to compile a list of skills which will be required for graduates of our teacher aide program.

The enclosed forms identify possible tasks for teacher aides. One form is to be completed by the principal. The principal is responsible for (1) selecting a teacher and a teacher aide to complete the other forms and (2) returning them in the stamped, self-addressed envelope on or before Friday, January 20.

Your responses will be compiled with the responses of other individuals completing the survey, with no individual responses identified.

Your participation is appreciated.

DEPARTMENT OF
COMMUNITY COLLEGES
NORTH CAROLINA STATE BOARD OF EDUCATION
RALEIGH 27611

January 6, 1978

TO: Teacher Aide Training Educator/Consultant

FROM:
Jean Overton
Assistant Director
Program Development Div.
Dept. of Community Colleges

Jim Jenkins, Director
Kindergarten-ECE
Dept. of Public Instruction

SUBJECT: Task Survey

The Department of Community Colleges is conducting a project to determine the competencies required by employers for successful employment on the job. This project is designed to provide: (1) a validated list of career opportunities and the tasks performed by employees in a given job, (2) a list of competencies and evaluative criteria essential to successfully perform in the job, (3) curriculum guidelines, and (4) curriculum materials based on the competencies.

We need your help in determining a list of tasks that are performed in teacher aide jobs as well as your ideas about what is needed to work effectively with children. This information will be used in planning our curriculum guidelines and materials. In addition, we will be able to compile a list of skills which will be required for graduates of our teacher aide programs.

The enclosed form identifies possible tasks for teacher aides. Please complete the form and return it in the stamped, self-addressed envelope on or before Friday, January 20. Your responses will be compiled with the responses of other individuals completing the survey, with no individual responses identified.

Your participation is appreciated.

APPENDIX C-2

Task Survey Instrument

COMPETENCY-BASED TEACHER AIDE EDUCATION CURRICULUM STUDY
NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
Raleigh, North Carolina

INTERNAL USE ONLY

Curriculum No.

T	0	8	8
V	0	8	8

Survey No. ☐☐☐☐

Name of School, Institution, Agency ____________________

1. Title of Person Completing Survey Form:

INTERNAL USE ONLY ☐

1-1 ____ Teacher Aide

1-2 ____ Teacher

1-3 ____ Supervisor

1-4 ____ Principal

1-5 ____ Superintendent, Assistant or Associate Superintendent

[illegible]6 ____ University/College Instructor

1-7 ____ Community College/Technical Institute Instructor

1-8 ____ Consultant

1-9 ____ Other (Please Specify) ____________________

____

QUESTIONS 2 - 8 TO BE COMPLETED BY TEACHER AIDE ONLY. ALL RESPONDENTS ANSWER QUESTIONS 11 - 100.

2. How many years of experience have you had as a teacher aide? ☐

2-1 ___ Less than 1 year
2-2 ___ 1-5 years
2-3 ___ 6-10 years
2-4 ___ 11-15 years
2-5 ___ Over 15 years

3. What education level have you completed? ☐

3-1 ___ less than high school
3-2 ___ high school diploma

Community college/technical institute
3-3 ___ less than 1 year
3-4 ___ 1-year diploma
3-5 ___ 2-year degree

3-6 ____ 4-year university/college degree

4. What was your degree or certificate in community college/technical institute or four-year university/college? ☐

4-1 ____________________

5. From the following list of teacher aide courses, check the courses that (I) have been most beneficial to you in your work or (II) you feel would be most beneficial in your work.

	I		II
5-1	____	Creative Activities	____
5-2	____	Children's Literature	____
5-3	____	Audiovisual Instruction	____
5-4	____	Exceptional Child	____
5-5	____	Language Arts	____
5-6	____	Community Resources	____
5-7	____	Typewriting	____
5-8	____	Reading Courses	____
5-9	____	Other (Please specify)	____

I ☐☐☐☐☐☐☐☐☐

II ☐☐☐☐☐☐☐☐☐

____

____

6. From the following list of related courses, check the courses that (I) have been most beneficial to you in your work or (II) you feel would be most beneficial in your work.

	I		II
6-1	____	Human Growth and development	____
6-2	____	Parent Education	____
6-3	____	Nutrition	____
6-4	____	First Aid	____
6-5	____	Human Relations	____
6-6	____	Personal Hygiene/Health	____
6-7	____	Other (Please specify)	____

I ☐☐☐☐☐☐☐

II ☐☐☐☐☐☐☐

____

____

____

7. From the following list of general education courses, check the courses that (I) have been beneficial to you in your work or (II) you feel would be most beneficial in your work.

	I		II
7-1	____	English/Literature	____
7-2	____	Mathematics	____
7-3	____	Science	____
7-4	____	Psychology	____
7-5	____	Sociology	____
7-6	____	Art/Music	____
7-7	____	Other (Please specify)	

I ☐☐☐☐☐☐☐

II ☐☐☐☐☐☐☐

____

____

INTERNAL USE ONLY

8. Please check the appropriate classification of your aide position.

☐

8-1 ___Instructional Aide (general, reading, tutor, exceptional children, kindergarten, library)
8-2 ___Clerical Aide

Comments:

____

____

TASKS PERFORMED IN TEACHER AIDE OCCUPATIONS

Directions: The list of tasks shown below may or may not be performed by persons in teacher aide occupations. Please use the following key to make your evaluation of the importance of each task. The person should possess:

1. no competency in this activity
2. slight competency in this activity
3. moderate competency in this activity
4. considerable competency in this activity
5. complete competency in this activity

Please answer all questions. There are no right nor wrong answers. What is important is how you rate each competency.

Please circle the rating (1-2-3-4-5) which best indicates your feelings as to the importance of each task. Please do not omit any tasks.

In the space provided at the end of each section, please list and rate the importance of any additional tasks required to perform the job. (Additional tasks may also be added to back of sheets.)

DATA PROCESSING CODE

1
2
3
4
5
6
7
8
9
10

no
slight
moderate
considerable
complete

Definition: Competent (Webster) 1. Well qualified; capable; fit

Competency (Webster) 2. Condition or qualify of being competent.

TASKS PERFORMED IN TEACHER AIDE OCCUPATIONS

PART I. CLERICAL TASKS UNDER SUPERVISION

11. 1 2 3 4 5 Perform clerical tasks as assigned by supervisor (check attendance, collect monies, prepare stencils, etc.).

12. 1 2 3 4 5 Prepare requisitions for supplies.

13. 1 2 3 4 5 File entries and/or check for records in pupils' cumulative file.

14. 1 2 3 4 5 Average grades, record grades in teacher's grade book, and/or copy information on report cards.

15. 1 2 3 4 5 Keep records of class and pupils' schedules.

16. 1 2 3 4 5 Keep records of books children have read.

7. 1 2 3 4 5 Keep inventory of classroom equipment, instructional supplies, and supplementary materials.

18. 1 2 3 4 5 Type class materials and supervisor's correspondence.

19. 1 2 3 4 5 Duplicate materials for use in the classroom.

20. 1 2 3 4 5 File pupil's work as selected by the teacher.

21. 1 2 3 4 5 File resource materials for various teaching units.

22. 1 2 3 4 5 Arrange appointments for parent-teacher conferences.

23. 1 2 3 4 5 Make arrangements for field trips; secure parental permission forms.

24. 1 2 3 4 5 Complete arrangements for special classroom resource speakers.

25.

26.

27.

ART II. HOUSEKEEPING

28. 1 2 3 4 5 Prepare and supervise pupil work areas as directed.

29. 1 2 3 4 5 Arrange instructional materials for accessibility.

30. 1 2 3 4 5 Supervise pupil cleanup time.

31. 1 2 3 4 5 Keep bulletin boards current and neat.

32. 1 2 3 4 5 Keep chalkboards clean and ready for use.

33. 1 2 3 4 5 Copy assignments and lessons on chalkboard.

34. 1 2 3 4 5 Maintain orderly arrangement of the classroom.

35. 1 2 3 4 5 Mix paints for art instruction.

36. 1 2 3 4 5 Prepare and serve refreshments at snack time and clean up afterward.

37. 1 2 3 4 5 Check on room temperature, lights, etc.

38. 1 2 3 4 5 Store materials, equipment, and supplies when not in use.

9.

40.

41.

PART III. NON-INSTRUCTIONAL

42. 1 2 3 4 5 Maintain discipline, monitor and supervise children groups.

43. 1 2 3 4 5 Gather supplementary books and materials for teacher's use.

44. 1 2 3 4 5 Distribute books and supplies to pupils.

45. 1 2 3 4 5 Collect homework and test papers.

46. 1 2 3 4 5 Supervise loading and unloading of school buses.

47. 1 2 3 4 5 Maintain class when teacher is away for a brief period of time.

48. 1 2 3 4 5 Help supervise play activities.

49. 1 2 3 4 5 Display children's work as directed by teacher.

50. 1 2 3 4 5 Help children with their clothing.

51. 1 2 3 4 5 Perform routine health tasks - weighing, measuring, and eye-testing (by chart).

52. 1 2 3 4 5 Administer routine first aid and attend sick or injured children, notify parents and/or take child home or to the doctor or hospital as necessary.

53. 1 2 3 4 5 Telephone parents of absent children.

54. 1 2 3 4 5 Telephone parents to verify notes requesting early dismissal.

55. 1 2 3 4 5 Assist committees (teachers and/or students) engaged in special projects as directed.

56. 1 2 3 4 5 Help pupils settle disputes and quarrels.

57. 1 2 3 4 5 Help prepare assemblies and programs as directed.

58. 1 2 3 4 5 Set up interest centers as designed by the teacher.

59. 1 2 3 4 5 Take pupils to media center.

60. 1 2 3 4 5 Call teacher's attention to pupil who needs special attention.

61. 1 2 3 4 5 Use observation guides to report child's behavior to teacher.

62.

63.

64.

65.

66.

PART IV. AUDIO-VISUAL (MULTI MEDIA) UNDER SUPERVISION

67. 1 2 3 4 5 Set up and operate various audio-visual equipment.

68. 1 2 3 4 5 Secure and/or prepare visual aids.

69. 1 2 3 4 5 Preview films, filmstrips and other audio-visual materials to determine operation capabilities.

70. 1 2 3 4 5 Prepare introductions to give children background for viewing audio-visual materials as directed.

71. 1 2 3 4 5 Procure and return audio-visual equipment.

72.

73.

74.

75.

PART V. INSTRUCTIONAL

76. 1 2 3 4 5 Reinforce or repeat a teacher-lead learning experience with a small group of children.

77. 1 2 3 4 5 Tutor individual children.

78. 1 2 3 4 5 Talk with children and encourage children's use of language.

79. 1 2 3 4 5 Monitor children in makeup work.

80. 1 2 3 4 5 Assist children with written composition - especially with spelling, punctuation, and grammar.

81. 1 2 3 4 5 Read to children and listen to them read.

82. 1 2 3 4 5 Monitor children in the safe and proper use of tools.

83. 1 2 3 4 5 Demonstrate etiquette and good manners, and expect these to be practiced consistently by children.

84. 1 2 3 4 5 Utilize special talent in various areas of the curriculum.

85. 1 2 3 4 5 Tell stories and listen to children's stories.

86. 1 2 3 4 5 Help children with research.

87. 1 2 3 4 5 Give tests under the direction of the teacher.

88. 1 2 3 4 5 Teach indoor and outdoor games.

89. 1 2 3 4 5 Explain teacher's instructions to individual children.

90. 1 2 3 4 5 Help children evaluate their own work.

91. 1 2 3 4 5 Help children use various materials and equipment.

92. 1 2 3 4 5 Give assignments under teacher's direction.

93. 1 2 3 4 5 Listen to child's concerns and report to teacher.

94. 1 2 3 4 5 Reinforce use of dictionary skills.

95.

96.

97.

98.

99.

100.

APPENDIX C-3

Task Survey Results

74 school units - response from all

455 Surveys mailed
-74 Not returned
381 Total returned
-32 No response
349 Total response

COMPETENCY-BASED TEACHER AIDE EDUCATION CURRICULUM STUDY
NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
Raleigh, North Carolina

INTERNAL USE ONLY

Curriculum No.

T	0	8	8
V	0	8	8

Survey No. ☐☐☐☐

Name of School, Institution, Agency *Teacher Aide Survey Results*

1. Title of Person Completing Survey Form: INTERNAL USE ONLY

349 *Total Response*

1-1 _74_ Teacher Aide

199 {
1-2 ___ Teacher
1-3 ___ Supervisor
1-4 ___ Principal
1-5 ___ Superintendent, Assistant or Associate Superintendent
1-6 ___ University/College Instructor

79 {
1-7 ___ Community College/Technical Institute Instructor
1-8 ___ Consultant

1-9 ___ Other (Please Specify) ______

QUESTIONS 2 - 8 TO BE COMPLETED BY TEACHER AIDE ONLY. ALL RESPONDENTS ANSWER QUESTIONS 11 - 100.

2. How many years of experience have you had as a teacher aide? ☐

2-1 _18_ Less than 1 year
2-2 _33_ 1-5 years
2-3 _19_ 6-10 years
2-4 _5_ 11-15 years
2-5 ___ Over 15 years

3. What education level have you completed? ☐

3-1 _2_ less than high school
3-2 _32_ high school diploma

Community college/technical institute
3-3 _8_ less than 1 year
3-4 _5_ 1-year diploma
3-5 _7_ 2-year degree

3-6 _8_ 4-year university/college degree

3-7 _11_ Other

6 - Business college
3 - 2 1/2 yrs. college
2 - 3 yrs. college
2 - 2 yrs. college
1 - 1 1/2 yrs. co/ti

4. What was your degree or certificate in community college/technical institute or four-year university/college? ☐

4-1 ______

Home Economics - 2
Executive Secretary - AAS
General Office - AAS
Business - 3
Junior Accounting
Secretarial/Bookkeeping
Typing/Keypunch - 6 weeks

Paraprofessional
Early Childhood
Teacher Associate (working on)
Educational Assistant
Elementary Education - 2
Elementary Education - English
English Education - Secondary
2 1/2 yrs. - Elem. Education

BS - Health & Phys. Ed.
BA - Ed. - Eng. & Phys. Ed.
BA - Social Studies Ed.
1 yr. - Music Education
Associate of Fine Arts
AAS (Associate - Arts & Science)
Enrolled in Mars Hill CEP Classes - Junior

INTERNAL USE ONLY

5. From the following list of teacher aide courses, check the courses that (I) have been most beneficial to you in your work or (II) you feel would be most beneficial in your work.

	I		II
5-1	29	Creative Activities	33
5-2	26	Children's Literature	27
5-3	16	Audiovisual Instruction	21
5-4	12	Exceptional Child	24
5-5	29	Language Arts	20
5-6	9	Community Resources	9
5-7	22	Typewriting	11
5-8	30	Reading Courses	22
5-9		Other (Please specify)	

Metric Workshop
Math
Educational Aide Course
Role of Teacher Aide
Duplicating
Accounting
Oral Communication
Head Start Training
Creative Movement
More workshops offered on local level in summer

6. From the following list of related courses, check the courses that (I) have been most beneficial to you in your work or (II) you feel would be most beneficial in your work.

	I		II
6-1	25	Human Growth and development	26
6-2	7	Parent Education	22
6-3	9	Nutrition	13
6-4	12	First Aid	33
6-5	13	Human Relations	28
6-6	12	Personal Hygiene/Health	14
6-7		Other (Please specify)	

Educational Psychology

Courses in Disciplinary Strategies

7. From the following list of general education courses, check the courses that (I) have been beneficial to you in your work or (II) you feel would be most beneficial in your work.

	I		II
7-1	36	English/Literature	17
7-2	27	Mathematics	14
7-3	15	Science	12
7-4	28	Psychology	27
7-5	11	Sociology	24
7-6	19	Art/Music	27
7-7		Other (Please specify)	

Home Economics - Child Care Aide

Craft Classes

TASKS PERFORMED IN TEACHER AIDE OCCUPATIONS

Directions: The list of tasks shown below may or may not be performed by persons in teacher aide occupations. Please use the following key to make your evaluation of the importance of each task. The person should possess:

1. no competency in this activity
2. slight competency in this activity
3. moderate competency in this activity
4. considerable competency in this activity
5. complete competency in this activity

Please answer all questions. There are no right nor wrong answers. What is important is how you rate each competency.

Please circle the rating (1-2-3-4-5) which best indicates your feelings as to the importance of each task. Please do not omit any tasks.

In the space provided at the end of each section, please list and rate the importance of any additional tasks required to perform the job. (Additional tasks may also be added to back of sheets.)

DATA PROCESSING CODE

1
2
3
4
5
6
7
8
9
10

no
slight
moderate
considerable
complete

TASKS PERFORMED IN TEACHER AIDE OCCUPATIONS

PART I. CLERICAL TASKS UNDER SUPERVISION

11. 1 2 3 4 5 Perform clerical tasks as assigned by supervisor (check attendance, collect monies, prepare stencils, etc.).

12. 1 2 3 4 5 Prepare requisitions for supplies.

13. 1 2 3 4 5 File entries and/or check for records in pupils' cumulative file.

14. 1 2 3 4 5 Average grades, record grades in teacher's grade book, and/or copy information on report cards.

15. 1 2 3 4 5 Keep records of class and pupils' schedules.

8. Please check the appropriate classification of your aide position.

☐

8-1 *74* Instructional Aide (general, reading, tutor, exceptional children, kindergarten, library)
8-2 *1* Clerical Aide

Comments:

State Primary Reading Aide - 2	*Vocational Child Care*
Kindergarten Aide - 2	*Reading Tutor*

Aide in child care center

Do clerical work as well as being Instructional Aide

NOTE: The importance of each ***task listed*** *on pages 48-52 as rated by teacher aides (employees), school administrators* ***and teachers*** *(employers) and educators is shown in the computer analysis printout on pages 53-56.*

16. 1 2 3 4 5 Keep records of books children have read.

17. 1 2 3 4 5 Keep inventory of classroom equipment, instructional supplies, and supplementary materials.

18. 1 2 3 4 5 Type class materials and supervisor's correspondence.

19. 1 2 3 4 5 Duplicate materials for use in the classroom.

20. 1 2 3 4 5 File pupil's work as selected by the teacher.

21. 1 2 3 4 5 File resource materials for various teaching units.

22. 1 2 3 4 5 Arrange appointments for parent-teacher conferences.

23. 1 2 3 4 5 Make arrangements for field trips; secure parental permission forms.

24. 1 2 3 4 5 Complete arrangements for special classroom resource speakers.

25.

26.

27.

PART II. HOUSEKEEPING

28. 1 2 3 4 5 Prepare and supervise pupil work areas as directed.

29. 1 2 3 4 5 Arrange instructional materials for accessibility.

30. 1 2 3 4 5 Supervise pupil cleanup time.

31. 1 2 3 4 5 Keep bulletin boards current and neat.

32. 1 2 3 4 5 Keep chalkboards clean and ready for use.

33. 1 2 3 4 5 Copy assignments and lessons on chalkboard.

34. 1 2 3 4 5 Maintain orderly arrangement of the classroom.

35. 1 2 3 4 5 Mix paints for art instruction.

36. 1 2 3 4 5 Prepare and serve refreshments at snack time and clean up afterward.

37. 1 2 3 4 5 Check on room temperature, lights, etc.

38. 1 2 3 4 5 Store materials, equipment, and supplies when not in use.

39.

40.

41.

PART III. NON-INSTRUCTIONAL

42. 1 2 3 4 5 Maintain discipline, monitor and supervise children groups.

43. 1 2 3 4 5 Gather supplementary books and materials for teacher's use.

44. 1 2 3 4 5 Distribute books and supplies to pupils.

45. 1 2 3 4 5 Collect homework and test papers.

46. 1 2 3 4 5 Supervise loading and unloading of school buses.

47. 1 2 3 4 5 Maintain class when teacher is away for a brief period of time.

48. 1 2 3 4 5 Help supervise play activities.

49. 1 2 3 4 5 Display children's work as directed by teacher.

50. 1 2 3 4 5 Help children with their clothing.

51. 1 2 3 4 5 Perform routine health tasks - weighing, measuring, and eye-testing (by chart).

52. 1 2 3 4 5 Administer routine first aid and attend sick or injured children, notify parents and/or take child home or to the doctor or hospital as necessary.

53. 1 2 3 4 5 Telephone parents of absent children.

54. 1 2 3 4 5 Telephone parents to verify notes requesting early dismissal.

55. 1 2 3 4 5 Assist committees (teachers and/or students) engaged in special projects as directed.

56. 1 2 3 4 5 Help pupils settle disputes and quarrels.

57. 1 2 3 4 5 Help prepare assemblies and programs as directed.

58. 1 2 3 4 5 Set up interest centers as designed by the teacher.

59. 1 2 3 4 5 Take pupils to media center.

60. 1 2 3 4 5 Call teacher's attention to pupil who needs special attention.

61. 1 2 3 4 5 Use observation guides to report child's behavior to teacher.

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PART IV. AUDIO-VISUAL (MULTI MEDIA) UNDER SUPERVISION

67. 1 2 3 4 5 Set up and operate various audio-visual equipment.

68. 1 2 3 4 5 Secure and/or prepare visual aids.

69. 1 2 3 4 5 Preview films, filmstrips and other audio-visual materials to determine operation capabilities.

70. 1 2 3 4 5 Prepare introductions to give children background for viewing audio-visual materials as directed.

71. 1 2 3 4 5 Procure and return audio-visual equipment.

72.

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75.

PART V. INSTRUCTIONAL

76. 1 2 3 4 5 Reinforce or repeat a teacher-lead learning experience with a small group of children.

77. 1 2 3 4 5 Tutor individual children.

78. 1 2 3 4 5 Talk with children and encourage children's use of language.

79. 1 2 3 4 5 Monitor children in makeup work.

80. 1 2 3 4 5 Assist children with written composition - especially with spelling, punctuation, and grammar.

81. 1 2 3 4 5 Read to children and listen to them read.

82. 1 2 3 4 5 Monitor children in the safe and proper use of tools.

83. 1 2 3 4 5 Demonstrate etiquette and good manners, and expect these to be practiced consistently by children.

84. 1 2 3 4 5 Utilize special talent in various areas of the curriculum.

85. 1 2 3 4 5 Tell stories and listen to children's stories.

86. 1 2 3 4 5 Help children with research.

87. 1 2 3 4 5 Give tests under the direction of the teacher.

88. 1 2 3 4 5 Teach indoor and outdoor games.

89. 1 2 3 4 5 Explain teacher's instructions to individual children.

90. 1 2 3 4 5 Help children evaluate their own work.

91. 1 2 3 4 5 Help children use various materials and equipment.

92. 1 2 3 4 5 Give assignments under teacher's direction.

93. 1 2 3 4 5 Listen to child's concerns and report to teacher.

94. 1 2 3 4 5 Reinforce use of dictionary skills.

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T-088
TEACHER ASSOCIATE AND TECHNICAL SPECIALTY

	TOTAL	FREQUENCY					TOTAL	ITEM	MEAN			
ITEM	NO.	1	2	3	4	5	RESP	RANK	GROUP	EMPLEE	EMPLOR	EDUCATOR
[illegible]	349	8	9	41	113	176	347	28.	4.268	4.292(72)	4.189(196)	[illegible]
12	349	25	37	91	97	94	344	63.	3.576	6.761(71)	3.474([illegible])	3.[illegible]58(79)
13	349	47	16	62	86	133	344	59.	3.703	4.056(71)	3.624(194)	3.582(79)
[illegible]	349	[illegible]	25	[illegible]	75	135	345	62.	3.586	3.778(72)	3.552(194)	[illegible]
15	349	13	13	73	94	153	346	47.	4.043	4.097(72)	3.964(195)	4.190(79)
16	349	12	13	47	93	160	345	43.	4.090	3.845(71)	4.113(195)	4.253(79)
[illegible]	349	10	22	83	106	124	345	51.	3.904	3.764(72)	3.845(194)	4.177(79)
18	349	36	24	70	104	111	345	61.	3.667	3.493(71)	3.667(195)	3.873(79)
19	349	7	8	30	83	219	347	12.	4.438	4.375(72)	4.420(196)	4.519(79)
[illegible]	349	9	11	48	78	201	347	24.	4.300	4.194(72)	4.265(196)	4.481([illegible])
21	349	10	12	48	193	173	346	32.	4.205	4.083(72)	4.154(195)	4.443(79)
22	349	88	20	90	63	72	342	68.	3.006	3.169(71)	2.927(193)	3.051(78)
[illegible]	349	[illegible]	35	80	75	89	343	67.	3.262	3.324(71)	3.[illegible]5(193)	3.468([illegible])
[illegible]	349	90	44	81	47	76	338	69.	2.926	2.941(68)	2.864(191)	3.063(79)

28	349	5	5	41	95	201	347	16.	4.389	4.389(72)	4.327(196)	4.544(79)
[illegible]	349	5	9	41	101	190	346	21.	4.335	4.268(71)	4.281(196)	4.5[illegible]
30	349	12	17	49	84	185	347	33.	4.190	4.125(72)	4.066(196)	4.557(79)
31	349	10	7	73	102	153	345	42.	4.104	4.225(71)	3.985(195)	4.291(79)
[illegible]	349	[illegible]	32	75	58	151	347	57.	3.767	3.708(72)	3.638(196)	4.1[illegible]
33	349	26	22	81	85	131	345	55.	3.791	3.873(71)	3.687(195)	3.975(79)
34	349	16	12	80	82	144	344	48.	3.977	4.113(71)	3.820(194)	4.241(79)
[illegible]	349	14	23	77	76	156	346	49.	3.974	3.847(72)	3.872(195)	[illegible]

T-088
TEACHER ASSOCIATE AND TECHNICAL SPECIALTY

ITEM	TOTAL NO.	FREQUENCY 1	2	3	4	5	TOTAL RFSP	ITEM RANK	MEAN GROUP	EMPLEE	EMPLOR	EDUCATOR
[illegible]	[illegible]	25	30	70	68	145	336	54.	3.822	3.620(71)	3.713(188)	[illegible]
37	349	31	37	67	65	135	335	58.	3.704	3.571(70)	3.624(186)	4.013(79)
38	349	5	27	59	78	168	337	41.	4.119	4.071([illegible])	4.016(189)	4.410(78)
[illegible]	349	14	14	50	101	164	343	40.	4.128	4.429(70)	3.974(194)	[illegible]
43	349	10	13	50	110	159	342	35.	4.155	4.186(70)	4.124(194)	4.205(78)
44	349	7	16	63	82	177	345	34.	4.177	4.099(71)	4.092(195)	4.456(79)
[illegible]	[illegible]	20	24	64	77	157	342	50.	3.956	3.857(70)	3.876(193)	4.241([illegible])
46	349	49	30	67	76	115	337	64.	3.528	3.536(69)	3.353(190)	3.949(78)
47	349	6	7	21	70	241	345	7.	4.545	4.620(71)	4.518(195)	4.544(79)
[illegible]	349	8	5	32	92	207	344	14.	4.410	4.225(71)	4.376(194)	4.658(79)
49	349	4	14	45	70	212	345	18.	4.368	4.296(71)	4.303(195)	4.595(79)
50	349	13	25	51	62	193	344	36.	4.154	3.944(71)	4.087(195)	4.513(78)
[illegible]	349	7	10	44	86	192	339	22.	4.316	4.145(69)	4.313(192)	4.474([illegible])
52	349	19	14	62	81	163	339	46.	4.047	4.071(70)	3.995(191)	4.154(78)
53	349	53	25	76	60	125	339	65.	3.520	3.493(69)	3.420(191)	3.814(79)
[illegible]	349	56	35	68	55	125	339	66.	3.466	3.420(69)	3.382(191)	3.709([illegible])
55	349	12	10	63	109	146	340	44.	4.079	4.071(70)	4.057(194)	4.145(76)
56	349	22	20	69	104	128	343	52.	3.863	4.141(71)	3.737(190)	3.923(78)
[illegible]	349	19	22	85	98	114	338	56.	3.787	3.754(69)	3.791(191)	3.808(78)
58	349	5	9	34	102	193	343	19.	4.367	4.282(71)	4.351(194)	4.487(78)
59	349	13	18	55	77	177	340	38.	4.138	3.929(70)	4.104(193)	4.416(77)
[illegible]	349	8	11	45	82	196	342	23.	4.307	4.479(71)	4.216(194)	4.377(77)

T-088
TEACHER ASSOCIATE AND TECHNICAL SPECIALTY

ITEM	TOTAL NO.	FREQUENCY 1	2	3	4	5	TOTAL RESP	ITEM RANK	MEAN GROUP	EMPLEE	EMPLOR	EDUCATOR
[illegible]	349	13	15	44	100	162	334	37.	4.147	4.129(70)	4.053(190)	[illegible]
[illegible]	349	5	10	31	89	208	343	13.	4.414	4.264(72)	4.412(194)	[illegible]
68	349	7	10	45	96	184	342	26.	4.287	4.167(72)	4.290(193)	4.390(77)
69	349	27	26	62	88	136	339	53.	3.826	3.875(72)	3.837(190)	3.753(77)
[illegible]	349	31	31	68	92	118	340	60.	3.691	4.000(71)	3.591(193)	3.658(74)
71	349	8	14	53	65	202	342	27.	4.284	4.097(72)	4.206(194)	4.658(76)
[illegible]	349	4	5	20	65	252	346	5.	4.607	4.667(72)	4.561(196)	[illegible]
77	349	5	6	13	59	265	346	2.	4.645	4.681(72)	4.633(196)	4.641(78)
78	349	3	6	22	61	254	346	4.	4.619	4.569(72)	4.577(196)	4.731(78)
[illegible]	349	6	6	29	82	223	346	10.	4.474	4.444(72)	4.454(196)	[illegible]
80	349	11	6	37	83	205	342	20.	4.360	4.366(71)	4.373(193)	4.321(78)
81	349	3	5	12	55	271	346	1.	4.694	4.611(72)	4.699(196)	4.756(78)
[illegible]	349	5	7	35	78	221	346	11.	4.454	4.472(72)	4.372(196)	[illegible]
83	349	5	3	17	65	255	345	3.	4.629	4.583(72)	4.605(195)	4.731(78)
84	349	9	7	35	85	206	342	17.	4.380	4.380(71)	4.330(194)	4.506(77)
[illegible]	349	5	3	27	67	244	346	6.	4.566	4.597(72)	4.546(196)	[illegible]

T-088
TEACHER ASSOCIATE AND TECHNICAL SPECIALTY

ITEM	TOTAL NO.	FREQUENCY 1	2	3	4	5	TOTAL RESP	ITEM RANK	MEAN GROUP	EMPLEE	EMPLOR	EDUCATOR
[illegible]	349	12	13	46	80	192	343	30.	4.245	4.268(71)	4.247(194)	[illegible]
87	349	25	12	48	88	169	342	45.	4.064	4.282(71)	3.959(195)	4.132(76)
88	349	14	9	57	104	162	346	39.	4.130	4.083(72)	4.056(196)	4.359(78)
[illegible]	349	6	5	27	80	228	346	8.	4.500	4.583(72)	4.490(196)	4.489(78)
90	349	10	9	34	111	182	346	25.	4.289	4.361(72)	4.301(196)	4.192(78)
91	349	5	2	22	102	211	342	9.	4.497	4.528(72)	4.458(192)	4.564(78)
[illegible]	349	15	10	40	99	178	342	31.	4.213	4.306(72)	4.167(192)	4.244(78)
93	349	7	6	37	85	208	343	15.	4.402	4.597(72)	4.326(193)	4.410(78)
94	349	15	11	32	97	184	339	29.	4.251	4.282(71)	4.237(190)	4.256(78)

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